

TEACHER LEADERSHIP TOOLKIT 2.0

Strategies to Build, Support, and Sustain Teacher Leadership Opportunities



January 2019

THIS TOOLKIT builds on the work of Leading Educators to create the original *State Teacher Leadership Toolkit*, including the original State Action Framework and state examples. The original toolkit was funded through the generous support of the Bill & Melinda Gates Foundation and the Joyce Foundation. This toolkit (version 2.0) was developed collaboratively between the Center on Great Teachers and Leaders and Leading Educators to capture key insights from recent teacher leadership initiatives and to provide states and districts with relevant guidance to support effective teacher leadership design models. The original toolkit was developed with significant input from state teams from Iowa, Massachusetts, and Tennessee. This toolkit expands on that original group, including insights from Arkansas, the Department of Defense Education Agency, Hawaii, Iowa, Ohio, Maryland, Michigan, Missouri, Mississippi, Nevada, Rhode Island, South Dakota, and Wisconsin.

Contents

Introduction	1
Part 1: Goals and Rationale for Teacher Leadership	4
Identifying Targeted Challenges and Goals	4
Considering State and District Roles	7
Creating a Theory of Action for the Teacher Leadership Initiative	9
Part 2: Teacher Leadership Strategies	12
Identifying Strategies	12
Selecting Strategies	13
Collaborating With Stakeholders	18
Implementing Strategies	20
Part 3: Monitoring Progress and Impact	24
Considering State Capacity	24
Identifying Implementation Milestones	25
Identifying Metrics	26
Sharing Success Stories	28
Appendix: Teacher Leadership Resources	A-1

Introduction

School systems—and the challenges they face—are often complex and diverse; effectively addressing these challenges may require changes beyond those that traditional teacher and administrator roles can adequately support. Many states and districts have considered how to best utilize teacher leadership to facilitate meaningful change and support better outcomes for their students. Well-designed teacher leadership initiatives can:

- Accelerate progress toward state and district priorities and goals;
- Improve the quality of instruction, curriculum, assessment, and courses;
- Remove barriers and improve conditions for learning; and
- Establish sustainable and effective leadership systems.

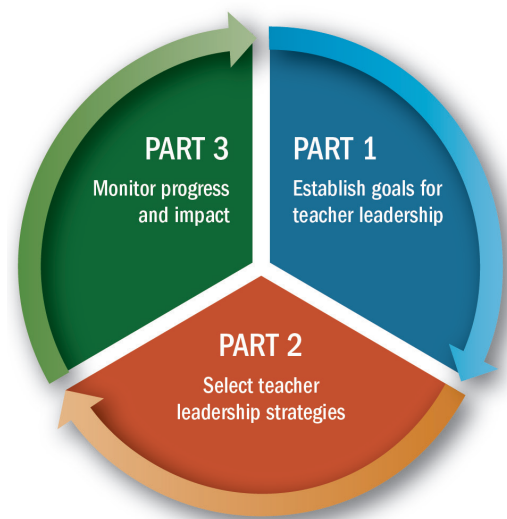
Teacher leadership systems can also help state, district, and school leaders capitalize on the talents and insights of teachers currently working in local schools. Over time, infusing teacher leadership roles and opportunities throughout educational systems may help to develop, recruit, and retain a greater and more effective educator workforce. Teacher leadership roles and opportunities can also support career development for teachers seeking recognition, advancement, or opportunities to work on special projects or interests.

There are many types of teacher leadership programs, systems, roles, and opportunities at both the state and local levels. States can be powerful partners with districts and schools that are designing or implementing teacher leadership systems; likewise, schools and districts can help states scale and spread effective approaches to teacher leadership by sharing their successes and challenges.

This State Teacher Leadership Toolkit provides information, tools, and resources to support state and district leaders in designing, implementing, and supporting teacher leadership initiatives. This toolkit outlines the work across three parts:

- **Part 1: Establishing the rationale and goals for the teacher leadership system.** In this phase, states and districts develop the rationale for a new or ongoing teacher leadership initiative and articulate its purpose (i.e., how it can advance existing state priorities for improving instruction and learning).
- **Part 2: Selecting and implementing strategies to establish and sustain teacher leadership.** In this phase, states and districts explore, select, develop, and implement policy, support, and/or funding strategies they can use to seed and sustain teacher leadership.
- **Part 3: Refining implementation through progress monitoring.** In this phase, states and districts reflect on the progress and impact of the strategies they are implementing, revisit and revise their strategies based on data and feedback, and celebrate and scale successes.

Figure 2. State and District Action Framework for Teacher Leadership



Throughout this toolkit are 10 linked resources that provide additional information, considerations, and examples related to teacher leadership initiatives at the national, state, and local levels. States and districts should review and use these resources alongside this main toolkit; in addition, states and districts may use these resources individually to build knowledge with stakeholders or state education agency staff before engaging in decision making related to the design of the teacher leadership initiative. The following resources are linked throughout this toolkit:

Resource 1: State Teacher Leadership Approaches: Example Theories of Action This resource provides example theories of action that states and districts may customize based on their teacher leadership work and use to facilitate communication and decision making among leaders.

Resource 2: Teacher Leader Role Profiles This resource describes 10 main categories of teacher leader roles, including a description, associated standards and competencies, and examples of these roles within current state and district teacher leadership systems.

Resource 3: Teacher Leadership Approaches and Strategies This resource provides information, considerations, and state examples for each of the nine types of teacher leadership strategies outlined in Part 2 and associated approaches to implementation.

Resource 4: Teacher Leadership Models: Examples and Opportunities for Innovation This resource provides an overview of three innovative approaches that schools, districts, and states can take to utilize teacher leaders: teacher-led schools, learning facilitators, and virtual instruction.

Resource 5: Approaches to Teacher Leader Licensure and Endorsement This resource describes the current requirements for teacher leader licenses, along with relevant state examples. In addition, this resource presents overarching considerations for states about designing teacher leader licenses that can foster and support local teacher leadership roles.

Resource 6: Approaches to Professional Learning for Teacher Leaders This resource summarizes the common professional learning needs of teacher leaders, types of professional learning delivery, and overarching considerations regarding professional learning for teacher leaders.

Resource 7: Approaches to Promoting Equity Through Teacher Leadership This resource provides example approaches to utilizing teacher leaders to support equity-focused initiatives.

Resource 8: Summary of the Research Literature on Teacher Leadership This resource summarizes the research literature on teacher leadership and its impact on school systems.

Resource 9: Ensuring Sustainability: Collecting Data on Teacher Leadership Implementation and Impact This resource provides considerations for the metrics, measures, and milestones that states and districts might use in monitoring or evaluating teacher leadership implementation.

Resource 10: Crosswalk of Teacher, Teacher Leader, and School Leader Standards This resource shows the alignment between teacher, teacher leader, and school leader standards to inform teacher leader role design and professional growth.

What Are Teacher Leaders?

Teacher leaders are educators working in roles that include both direct instruction and administrative duties. There is a wide range of teacher leader roles, from informal roles in which teachers choose to take on a few leadership responsibilities to formal roles wherein a significant portion of the workday is spent on leadership tasks rather than teaching (sometimes referred to as *hybrid roles*) (see Figure 1). The leadership tasks that teacher leaders support tend to be instructionally focused (e.g., providing performance feedback, developing school priorities) rather than administrative tasks (e.g., managing budgets or scheduling); however, these tasks will depend on the teacher leader role.

Figure 1. Teacher Leadership Role Spectrum



Depending on the role, teacher leaders may continue to serve as the teacher of record for a typical number of students, a smaller specialized cohort (often students in need of improvement), or a larger cohort of students overall. Some teacher leaders do not serve as the teacher of record, but instead spend a significant amount of time coteaching or supporting teacher responsibilities beyond direct instruction (e.g., lesson planning). The specific teacher leader responsibilities may be formal or informal, paid or unpaid, assigned or voluntary, and related to a variety of different foci (e.g., instruction, operations, community engagement, and advocacy). While many teacher leader roles require new skills and knowledge (e.g., adult learning, public policy), other teacher leader roles do not. Like great teachers, teacher leaders are made, not born; therefore, it is important for teacher leaders to be selected and supported based on the knowledge and skills required for their specific role.

Defining teacher leadership roles and responsibilities is a critically important step for states, districts, and schools to strategically and effectively recruit, utilize, retain, and support teacher leaders. Likewise, defining teacher leadership roles and responsibilities is crucially important for crafting clear communications with teacher leaders and other stakeholders, especially other educators who will be working with teacher leaders in new roles. This toolkit can help states and districts determine the types of teacher leadership opportunities to cultivate. For more information on different types of teacher leader roles and responsibilities, including examples of these roles in action, see [Resource 2: Teacher Leader Role Profiles](#). For more information on standards related to teachers, teacher leaders, and school leader roles, see [Resource 10: Crosswalk of Teacher, Teacher Leader, and School Leader Standards](#).



PART 1

Goals and Rationale for Teacher Leadership

Teacher leadership is not an end goal in and of itself. Teacher leadership is a strategy that can be used to address key teaching and learning challenges; promote sustainable, long-term school improvement; and strengthen the teaching profession overall. Many teacher leadership opportunities have been marketed or framed as recognition or advancement opportunities for exemplary educators. Teacher leadership can leverage the knowledge, skills, and abilities of exemplary teachers to promote meaningful and sustainable change; likewise, teacher leadership can help address challenges related to recruitment and retention.

Today, many states and districts are focusing on how to design teacher leadership activities to target specific challenges or goals, leveraging the talents and expertise of exemplary teachers to extend the reach of effective teachers, improving instruction, and/or supporting school improvement activities. By positioning teacher leadership as a specific strategy for improvement, states and districts can better leverage the skills of teacher leaders, communicate the value of the teacher leadership initiative to stakeholders, and promote the sustainability of formal teacher leader roles regardless of leadership or funding shifts.

This section covers the following topics:

- Identifying Targeted Challenges and Goals
- Considering State and District Roles
- Creating a Theory of Action for the Teacher Leadership Initiative

Identifying Targeted Challenges and Goals

States and districts interested in utilizing teacher leadership as an improvement strategy first need to identify and prioritize the specific challenges (supported by evidence) to address via teacher leadership. For example, states may see an increase in requests for emergency certification in key shortage areas; likewise, districts may see low retention rates of exemplary teachers. For states, these challenges may also be articulated as broader leadership goals (e.g., to promote rigorous, personalized instruction). Clarifying the specific challenges to address via teacher leadership can help states and districts effectively communicate the value-add of the teacher leadership initiative, especially when the impact can be described by specific and meaningful data (e.g., student outcomes, spending reductions). Many teacher leadership initiatives are designed to address multiple challenges or achieve multiple goals, which makes clearly communicating goals and intended impact even more important.

To clearly identify targeted challenges and goals, states and districts can reflect on the following questions:

- What critical challenges are we trying to solve? How are teacher leaders involved in helping to identify and understand critical challenges and their root causes?



- How (or why) are teacher leaders well positioned to help address identified challenges? How can we help position teacher leaders to better address key teaching and learning challenges?
- How can teacher leadership address existing state and district priorities and efforts to improve teacher quality and student learning?
- What are the specific and measurable goals we hope to reach through our teacher leadership efforts?

States and districts may also identify targeted challenges by revisiting stakeholder feedback gathered as part of planning for the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA), including needs assessment data. States and districts can then use a root-cause analysis process to identify the specific challenges to address through teacher leadership.¹

Most challenges can be categorized by those related to student outcomes (e.g., poor instructional quality) and those related to workforce costs (e.g., low retention and high turnover rates of effective educators). Table 1 outlines common challenges that teacher leadership has been designed to address, the evidence or rationale that informed the decision, potential teacher leadership strategies to address these challenges, and potential goals for the teacher leadership initiative.

Table 1. Common Challenges and Teacher Leadership Strategies

Common Challenges for States and Districts		Potential Goals for Teacher Leadership Initiative
Topic	Potential Evidence or Rationale	
Need to Improve Recruitment and Retention Rates of Effective Educators	■ Teacher attrition rates are high, especially for highly effective teachers or in high-need schools and districts. ■ High-need schools have limited numbers of effective, experienced teachers. ■ The most at-risk or disadvantaged students are less likely to be taught or supported by exemplary educators. ■ There are projected or actual teacher shortages in certain subjects and grades (e.g., teachers of students with disabilities; science, technology, engineering, and mathematics [STEM] subjects). ■ The teacher workforce does not reflect the racial, linguistic, or cultural makeup of the broader community. ■ High-need schools have difficulty recruiting and retaining effective educators.	■ To strengthen the educator workforce ■ To help promote equitable learning for all students ■ To ensure all students have access to great teachers

¹ For more information, see the [Using Evidence to Strengthen Education Investments](#) resource from the U.S. Department of Education and the [Root-Cause Analysis Workbook](#) from the Center on Great Teachers and Leaders.



Common Challenges for States and Districts		Potential Goals for Teacher Leadership Initiative
Topic	Potential Evidence or Rationale	
Need to Strengthen Instructional Quality	■ Persistent achievement or performance gaps exist across student subgroups (or for the most at-risk or disadvantaged students), and these gaps have not improved over time. ■ Few teachers receive exemplary or highly effective evaluation ratings, especially in high-need schools and districts. ■ Teachers share that they struggle to identify and utilize high-leverage, evidence-based instructional practices aligned to academic standards. ■ Teachers share that they receive inconsistent messages about what effective instruction looks like in practice. ■ Teachers share that they need different or improved professional learning opportunities and supports. ■ School and district staff report that most new teachers and teacher candidates are not adequately prepared to be successful in teaching roles without additional support.	■ To leverage the talents of exceptional teachers ■ To support teachers' professional growth ■ To support teachers in addressing student learning needs
Need to Address Challenges Related to Conditions for Learning	■ Students (or subgroups) show insufficient performance linked to trauma, stress, or other needs not being met. ■ The most at-risk or disadvantaged students receive inequitable levels of learning services and supports compared to their peers. ■ There are persistent gaps in advancement, graduation, or postsecondary enrollment and completion rates across student subgroups (or for the most at-risk or disadvantaged students) that have not improved over time.	■ To support students, families, and communities ■ To support teachers in addressing student learning needs
Need to Strengthen School Leadership Quality and Capacity	■ High-need schools and districts have low retention rates of effective school leaders. ■ Schools and districts have inequitable distribution of effective school leaders. ■ School leaders share that they have neither the time nor the capacity to effectively complete all their administrative and leadership responsibilities. ■ School leaders share that they need more support to effectively support improved teacher practice and professional growth.	■ To help expand and augment school leadership capacity ■ To help schools accelerate improvement ■ To support positive school climate

For more information on the teacher leadership strategies linked with specific challenges, see [Resource 3: Teacher Leadership Approaches and Strategies](#).

Use the Brainstorming Box to capture reflections on the goals and challenges for your potential teacher leadership initiative(s).



BRAINSTORMING BOX: IDENTIFYING TARGETED CHALLENGES AND GOALS

- What are our top three challenges related to teaching and learning? What evidence do we have of the nature and extent of these challenges?
- How can teacher leadership mitigate these challenges? Which types of teacher leadership roles are likely to mitigate these challenges? What approaches to teacher leadership might help us meet our goals?
- What are the specific goals we want to set for our teacher leadership work? Which goals do we want to emphasize or prioritize?

Considering State and District Roles

When identifying which challenges to address through teacher leadership, states and districts should consider the role they plan to play in the initiative. States and districts can play similar roles in fostering teacher leadership by allocating funding, creating staff positions, and/or establishing support systems for teacher leaders' development over time. However, while many states have created state-level teacher leadership roles through advisory boards, educator-in-residence positions, and "teacher of the year" positions, states are not responsible for directly establishing teacher leader roles at the school or district level.

To significantly expand the number of available teacher leadership roles, states likely will need to support schools and districts in creating teacher leader roles that best fit their specific challenges. States can support schools and districts by sharing information or offering grant funding for teacher leadership implementation. Districts can play a direct role in creating and funding teacher leader roles at the district or school level; alternatively, districts can offer incentives and guidance to school leaders in creating teacher leader roles within existing school budgets.

Regardless of whether states and districts offer funding, information, or incentives (or a combination), they can play two different types of roles in expanding teacher leadership opportunities: scaling proven teacher leader models (i.e., supporting districts and schools in implementing specific teacher leadership models that have been shown to be successful) or fostering a variety of locally designed or selected teacher leader models (Table 2).



Table 2. Scaling Versus Fostering Teacher Leader Models

Scaling Teacher Leader Models	Fostering Locally Designed Teacher Leader Models
Some states and districts may desire to scale teacher leader models that have been shown to positively impact student learning or that address specific priority areas (e.g., STEM). States and districts can use grant requirements or policies linked to compensation systems (i.e., funding) to promote adoption of specific teacher leadership models; however, schools (and districts) are still responsible for many design and implementation decisions, even for defined models such as Opportunity Culture² and the National Institute for Excellent in Teaching’s TAP™ (the teacher and student advancement program, formerly known as the <i>Teacher Advancement Program</i>).³ States and districts that desire to scale specific teacher leadership models may still need to provide training or support to districts on making design decisions that lead to effective, sustainable teacher leadership roles.	States and large districts may, instead of promoting a specific teacher leadership model, allow schools and districts to develop their own teacher leadership models that are customized to their local needs and context. By taking this approach, states and districts can identify new or innovative models to test or scale in the future. Likewise, states and districts may use locally designed teacher leadership models to gain insights into the specific teaching and learning challenges schools face. Over time, states and districts can look for trends in locally identified teaching and learning challenges to inform broad policy changes or supports. Many schools and districts may need support in conceptualizing, designing, and implementing teacher leadership roles that are likely to be effective (and sustainable) in their local context. States and districts can convene school and teacher leaders to design teacher leadership initiatives, discuss effective strategies and unexpected challenges in teacher leadership implementation, and engage in professional learning related to teacher leadership.

Whether states and districts scale or foster teacher leadership models, they can ensure that their efforts are effective and sustainable by recognizing and engaging a wide variety of stakeholders, including external organizations involved in teacher leadership efforts (e.g., [Teach Plus](#), [Hope Street Group](#)). For example, leaders in Tennessee found that collaborating with external partners can help “streamline information, ensure that cross-collaboration occurs, and [reduce] redundancy in efforts in order to maximize impact (Chiefs for Change, 2018).”

² Opportunity Culture is a teacher leadership model designed by Public Impact that “extends the reach of excellent teachers and their teams to more students, for more pay, within recurring budgets” (Public Impact, 2018). More information is available at <https://opportunityculture.org/>.

³ The TAP™ model is “a comprehensive educator effectiveness model that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability, and competitive compensation for educators” (National Institute for Excellence in Teaching, 2018). More information is available at <https://www.niet.org/tap-system/elements-of-success/>.

Use the Brainstorming Box to reflect on the state and district role in fostering teacher leadership.



BRAINSTORMING BOX: STATE AND DISTRICT ROLE IN FOSTERING TEACHER LEADERSHIP

- Are there existing teacher leadership models that we want to test in different school and district settings? Or existing teacher leadership models that we want more schools to implement?
- Are there schools interested in designing and implementing new and innovative teacher leadership models customized to their context? Are there networks, groups, or individual teachers interested in leading special initiatives focused on specific challenges?
- Are there challenges we think might be successfully addressed through new and innovative teacher leadership approaches? Are there exemplary teachers who are ready and willing to do this work?

Creating a Theory of Action for the Teacher Leadership Initiative

Once states and districts have identified and established the goals for the teacher leadership initiative and determined the role they need to play in fostering teacher leadership, it is important to begin developing an overarching theory of action. Developing a theory of action can help states and districts make clear connections between the implementation activities and the goals of the system, and outline the ways in which the teacher leadership initiative is expected to promote changes over time. Creating a theory of action early in the planning and decision-making process can also help establish a shared understanding to facilitate consensus among diverse stakeholder groups, which in turn can strengthen partnerships, support consistent messaging, and help leaders identify early indicators of success.

States and districts can begin developing a theory of action by articulating the goals for the teacher leadership initiative both as broad statements and as specific, short- and long-term outcomes (i.e., how the goals will be measured over time). After selecting the specific teacher leadership strategies to pursue, states and districts can continue to build the theory of action by articulating the rationale for how these strategies will help promote their goals (see Part 2: Teacher Leadership Strategies for more information), and then identifying the high-level implementation activities and linking them to the specific outcomes identified. States and districts may desire to create a high-level theory of action during the initial planning process, followed by the development of a more detailed theory of action to inform specific implementation plans. Table 3 presents an example of a high-level theory of action for the Powered by Teach to Lead



summit series⁴ sponsored by the U.S. Department of Education. Several states (including Indiana, Maryland, Maine, Utah, and Wisconsin) have led or co-led Powered By Teach to Lead summits in partnership with Teach to Lead partner organizations (including the National Board for Professional Teaching Standards and Teach Plus) and supporting organizations (including the Association for Supervision and Curriculum Development, Emerging Leaders, Hope Street Group, and the National Network of State Teachers of the Year).

Table 3. Powered by Teach to Lead Theory of Action

Focus/Approach		Vision/Goal		
Powered by Teach to Lead summit series		■ Leverage the talents of exceptional teachers. ■ Support teachers' professional growth. ■ Refine state support activities based on trends in local teaching and learning needs. ■ Identify successful strategies or models to scale over time. ■ Support local school improvement efforts. ■ Support local development of informal and formal teacher leadership roles.		
Rationale				
Educators are well positioned to identify and understand challenges critical to effective teaching and learning, including the root causes at the heart of these challenges. States, regions, and districts benefit from facilitating and supporting Teach to Lead summits in their local context, enabling increased collaboration and a narrower focus on the local context.				
Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term
■ State education agency staff ■ Partner organizations staff (e.g., teacher associations, regional service centers) ■ Teachers, teacher leaders, school leaders, and other local staff on the team	■ Analyze team plans ■ Establish ongoing supports for teams	■ Feedback from teachers on local teaching and learning challenges ■ Cadre of potential teacher leaders for state-level activities (e.g., advisory boards)	■ Refine state support activities to address local teaching and learning challenges ■ Improve or increase engagement of teacher leaders in state-level activities	■ Improve teaching and learning
■ Selected teams of teachers and leaders (applicants)	■ Develop local projects focused on state priorities (e.g., equity, STEM, English learners, mental health and behavior)	■ Implement local structures to improve teaching and learning	■ Improve local teaching and learning outcomes	■ Improve local teaching and learning outcomes ■ Share successful approaches and learnings with other schools and districts

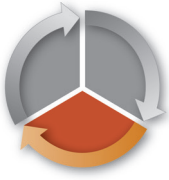
⁴ A Powered By Teach to Lead summit series may be led by a state, district, or external organization that uses or builds on the model used in Teach to Lead summits led by the U.S. Department of Education and partner organizations. Teach to Lead summits and Powered By Teach to Lead summits are convenings in which “teams of educators convene to think deeply about a problem of practice—an idea for how to improve learning in their school, district, or state context—and to work as a team to plan solutions” (U.S. Department of Education, 2018). These solutions may include specific teacher leadership initiatives or may simply include teacher leaders as part of the project team (for more information, see [Resource 2: Teacher Leader Role Profiles](#)). This Powered By Teach to Lead theory of action example describes how a state can use a series of summits to refine supports for local improvement efforts and identify teacher leaders to engage in state-level opportunities (such as advisory boards). For more information about Powered By Teach to Lead summits, see <http://teachtolead.org/what-we-do/powered-teach-lead/>.

For more example theories of action for teacher leadership initiatives, including how to scale and spread specific or diverse models of teacher leadership, see [Resource 1: State Teacher Leadership Approaches: Example Theories of Action](#). To create a theory of action for the teacher leadership initiative, use the template in Table 4.



Table 4. Theory of Action Template

Focus/Approach		Vision/Goal		
Rationale				
Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term



PART 2

Teacher Leadership Strategies

When selecting teacher leadership strategies to address key challenges or goals, states and districts need to consider the roles(s) that stakeholders can play in decision making, implementation, and ongoing communications. Some states and districts may plan to scale or support existing teacher leadership roles or systems, and therefore have already identified specific strategies before planning the initiative. Other states and districts may have no predetermined strategies; instead, they may be interested in exploring and learning about the variety of different strategies before considering how they might address specific school and district needs. As states and districts explore potential teacher leadership strategies, they may consider gathering additional insights from teachers, local leaders, colleagues, and other stakeholders to ensure that selected strategies and implementation plans reflect the local needs.

This section covers the following topics:

- Identifying Strategies
- Selecting Strategies
- Implementing Strategies
- Collaborating with Stakeholders

Identifying Strategies

There are three main strategy categories of teacher leadership strategies that states and districts can employ to promote and/or support teacher leadership: (a) creating enabling conditions, (b) providing implementation guidance and support, and (c) providing funding or incentives. Figure 3 provides details and examples of teacher leadership strategies by category.

Figure 3. Teacher Leadership Strategies by Category

Create Enabling Conditions	Provide Guidance and Resources	Provide Funding or Incentives
States and districts establish policies or systems that recognize teacher leadership roles and opportunities, or remove policy barriers that may inhibit teacher leadership roles, opportunities or interest.	States and districts provide guidance and resources on teacher leadership models, approaches, and best practices to support effective implementation at the school level.	States and districts provide funding or incentives to drive local implementation of teacher leadership models.
1. Remove regulatory barriers 2. Adopt teacher leader standards, licensure, or evaluation systems 3. Revise principal standards and/or evaluation systems to address differentiated leadership responsibilities	4. Provide usable data to districts 5. Disseminate information on best practices, tools, and teacher leadership models 6. Provide professional development to teacher leaders and school leaders 7. Foster or support collaborations, networks, and convenings	8. Establish or revise a differentiated compensation policy 9. Use federal and state funds to incentivize and support teacher leadership roles

To explore the details of each of these nine types of teacher leadership strategies, including considerations for design and implementation and examples of state and district implementation, see [Resource 3: Teacher Leadership Approaches and Strategies](#). States and districts can use this resource to further examine different ways to design and implement each strategy and explore how other states and districts have previously used the strategies to advance teacher leadership.

Selecting Strategies

After reviewing possible strategies in detail using [Resource 3: Teacher Leadership Approaches and Strategies](#), states and districts will need to select the specific strategies to implement that best reflect the vision for the work, the preferred state and district roles, and the intended outcomes. Two primary considerations for teacher leadership strategy selection are as follows:

- **Level of Effort.** Each of these nine types of strategies may require different levels of effort for states and/or districts to implement. For example, supporting networks and convenings typically requires some funding and staff time for planning, but may require less effort than allocating funding to support the implementation of local teacher leader roles. Likewise, disseminating information on best practices may be relatively quick and easy, while adopting new standards or evaluation systems can require significantly more effort if the state legislature will need to approve new policies.
- **Level of Impact.** When states and districts consider strategies, they should also think about which strategies are likely to help realize the goals and intended outcomes for the teacher leadership initiative. States and districts that want to see meaningful impacts on recruitment and retention rates, teacher effectiveness, or student learning need to invest in teacher leadership strategies that include formal and targeted teacher leader roles.⁵ Without a significant number of meaningful and sustainable teacher leadership opportunities (including formal and targeted teacher leader roles) at the school and district levels, it may be difficult to assess the actual impact of teacher leadership. Selecting “lighter touch” strategies such as adopting teacher leader standards, disseminating information, or supporting generic professional learning (i.e., not tailored to specific teacher leader roles) can help states and districts show support for teacher leadership; however, there currently is no evidence to suggest that “lighter touch” strategies have led to actual impact.

In addition to [Resource 3: Teacher Leadership Approaches and Strategies](#), states and districts may use the following resources to inform more specific decisions regarding teacher leadership strategies to implement:

- [Resource 2: Teacher Leader Role Profiles](#)
- [Resource 4: Teacher Leadership Models: Examples and Opportunities for Innovation](#)
- [Resource 5: Approaches to Teacher Leader Licensure and Endorsement](#)
- [Resource 6: Approaches to Professional Learning for Teacher Leaders](#)
- [Resource 7: Approaches to Promoting Equity Through Teacher Leadership](#)

⁵ While teacher leader roles vary, formal and targeted teacher leader roles typically include a change in title, release time, or flexibility to accommodate additional responsibilities, increased compensation via stipends or salary increases, and accountability for improvements in teaching, learning, or other outcomes.



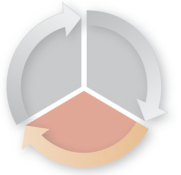
- For states and districts planning to use funds distributed through ESEA, as amended by ESSA, the teacher leadership strategies that are selected may need to reflect a specific evidence base. For Tiers 1 through 3 of evidence-based practices under ESEA, states and districts can implement teacher leadership models that have been validated through research. For more information, see [Resource 8: Summary of the Research Literature on Teacher Leadership.](#))

To select strategies to pursue or explore further with broader stakeholders and leadership:

1. Use the **State and District Context** Brainstorming Box to guide overarching decisions related to strategy selection.
2. Use the Brainstorming Boxes for **Enabling Conditions, Providing Guidance and Resources,** and **Providing Funding and Incentives** to further reflect on specific strategies within each strategy category.
3. Use the **Selection Reflection** Brainstorming Box to identify which strategies to prioritize in the next 1 to 2 years.

BRAINSTORMING BOX: STATE AND DISTRICT CONTEXT

- In what ways has your state or district successfully supported implementation of teacher leadership efforts in the past? What challenges has your state or district experienced?
- What strategies are likely to help your state or district realize your goals for teacher leadership? What strategies are likely to help your state or district address the most pressing needs of schools, teachers, and students?
- What are the potential, positive impacts versus the potential, unintended negative consequences of the various strategies for your context?
- What capacity does your state or district have to implement multiple strategies concurrently? Is there adequate stakeholder support and political will to establish a multipronged teacher leadership approach?



BRAINSTORMING BOX: ENABLING CONDITIONS

- Are there policies in place that prevent the adoption and implementation of teacher leadership models or roles? Are there policy levers that would advance the use and success of teacher leader models or roles?

- What state policies are in place that support the advancement of teacher leadership? Examples include policies that:
 - enable innovative use of educator time;
 - provide districts with flexibility on the use of local, state, and federal funding;
 - support meaningful data collection and evaluation that enable identification of effective teachers; and/or
 - provide career ladders for effective teachers.

- To what extent do existing policies misalign with your rationale and hinder the development of teacher leadership? Examples include policies that:
 - restrict innovative preparation, development, and promotion of teachers;
 - require class size maximums and seat time minimums that can inhibit alternative school design; and/or
 - don't allow performance management systems to evaluate teacher performance.

- What critical policies are not yet in place but would help you achieve your goals?

- What key stakeholders would need to be aligned to promote teacher leadership efforts in your state or district? Currently, how aligned and interested are these stakeholders?

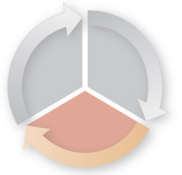
- How strict or flexible are most state education policies regarding educator roles and processes? What is the precedent for influencing versus mandating changes in school structure and culture? How have districts traditionally responded to these approaches?

- What is the current political reality in your state or district for passing or revising teacher leadership policies? Is the timing right? What champions exist?



BRAINSTORMING BOX: PROVIDING GUIDANCE AND RESOURCES

- Are the majority of districts and schools well positioned to implement teacher leadership models? How so? Are there any groups of districts and schools that may be suited to being early adopters?
- What supports do districts, schools, and regional support organizations need? Are there any groups of districts or schools that might need more support before launching teacher leadership work?
- What staff capacity is available to work on implementation guidance, supports, and resources?
- Can your state or district hire staff or reallocate staff who have led related work in a district or provided training for teacher leadership? If yes, who would those individuals be?
- What partnerships can add planning or implementation support capacity?
- What resources and supports do schools (and districts) need to support the development, implementation, scale-up, and sustainability of teacher leadership models and roles? Example topics include the following:
 - Role design: designing teacher leader roles and responsibilities
 - Support for school leaders in change management: preparing school leaders for differentiated leadership management
 - Time and resource allocation: effectively allocating staff time and fiscal resources to develop, support, and sustain teacher leadership
 - Teacher leader selection: recruiting and selecting teacher leaders who are likely to be successful in these roles
 - Teacher leader professional learning: training and supporting teacher leaders in developing key knowledge and skills



BRAINSTORMING BOX: PROVIDING FUNDING AND INCENTIVES

- What financial resources might your state or district need to address the challenge you are trying to solve? What funds can be provided to support the design, pilot, implementation, and scaling of innovative or proven teacher leadership models? Are there federal or state funding streams that could be reallocated for teacher leadership?
- How could you incentivize current classroom teachers to engage in this work?
- What possible district misconceptions or misunderstandings might districts have regarding funding for teacher leadership? How might your state or district mitigate those?
- Is state funding already allocated for teacher leadership? If so, how much, and what are the key constraints?
- Is there sufficient interest from the governor, legislature, and education stakeholders in using those funds for teacher leadership?

BRAINSTORMING BOX: SELECTION REFLECTION

- Which strategies would your state or district like to prioritize over the next 1 to 2 years?
- Which leaders and stakeholders need to be involved in selecting and refining these strategies?

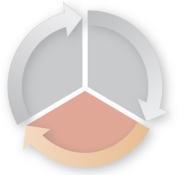


Collaborating With Stakeholders

As states and districts initiate teacher leadership efforts, it is important to be deliberate about who is included in the goal-setting, planning, and implementation process. Having a diverse team of stakeholders and advisors who have the knowledge, skill, political savvy, and enthusiasm for both big-picture conversations and detailed strategy development can help build collective expertise regarding teacher leadership. Collaborating with stakeholders on both selection of strategies and communication can also be a critical factor in gaining the trust and support necessary for effective implementation. States and districts may consider the following strategies related to collaborating with stakeholders:

- **Increase and refine stakeholder understanding of what teacher leadership is, how to implement it, and how it impacts students.** States and districts new to teacher leadership must invest time to educate decision makers, district leaders, principals, teachers, and families on the benefits of teacher leadership. States and districts may need to craft targeted messages and resources for each of these groups depending on their focus; for example, families may need information focused on how teacher leadership is expected to positively impact school culture and student learning,⁶ while school leaders may need information focused on how teacher leader roles function within the broader school context.
 - **New York** created a presentation for its state department of education to tell the story, grounded in data, of the problems that teacher leadership could address. Additionally, the state created a comprehensive [webpage](#) to house key information, deadlines, and resources for its Strengthening Teacher and Leader Effectiveness districts. The webpage features a comprehensive array of tools, including overview slide decks that describe the state's teacher leadership approach, goals and theory of action, reflections and advice from successful district models, sample job descriptions, and sample school readiness criteria.
 - Districts in **Tennessee** developed presentations for their school boards on why [teacher leadership](#) matters and included research-based talking points about the effectiveness of teacher leadership. Tennessee also used a [report](#) on teacher leadership developed by the [Hope Street Group Tennessee State Teacher Fellowship](#) (a group of teacher leaders) to gain support among policymakers. Tennessee also focuses talking points on how teacher leadership fits the needs of their stakeholders rather than the needs of the state.
- **Create opportunities for teachers and teacher leaders to contribute to the teacher leadership design and implementation decisions.** To increase buy-in for teacher leadership efforts and ensure that initiatives will be successful on the ground, states can involve teachers and teacher leaders in design and implementation decision making.
 - In **Massachusetts**, the state gathered feedback, input, and ideas from a representative group of teachers on educator effectiveness policies and resources via a [Teacher Advisory Cabinet \(TAC\)](#). At the end of the year, the state published a report outlining

⁶ For elementary school teachers, there can be a potential for misconceptions from families about teacher leadership roles, especially regarding time away from students. Teacher leadership structures that include coteaching and collaborative instructional models can help to mitigate misconceptions from families and normalize shared instruction.



the membership, key efforts, and accomplishments of the TAC. Since the TAC was piloted in 2014, the state has engaged a total of 66 teachers in three cohorts; the two most recent cohorts have met six times per year.

- **Connecticut** successfully brings educators into the work of the Connecticut State Department of Education (CSDE) through an Educator Leader-in-Residence initiative, which enables teachers and principals to convene educators and policymakers to discuss current and proposed policy and contribute their voices to CSDE activities and initiatives.
- **Create a formal structure (e.g., task force, advisory board, town hall, roundtables) for soliciting and incorporating input from other agencies, organizations, or stakeholders.** States should ensure that planning and implementation of teacher leadership efforts include regular engagement and input from a diverse group of state and local leaders. These can include state board members, union members, the business community, superintendents, school leaders, and teacher leaders. Likewise, these stakeholder groups should strive to be representative of the student and community population (at the school, district, or state levels).
 - In **Illinois**, the state's [P-20 Teacher and Leader Effectiveness Committee](#) surveyed thousands of teachers, principals, board members, and district superintendents on their attitudes about and experiences with teacher leadership in their schools and districts. Illinois is using this information to guide decisions about how best to support teacher leadership.
 - **Iowa** created a [Commission on Educator Leadership and Compensation](#) (as part of House File 215) to play a key role in implementing its statewide [Teacher Leadership and Compensation \(TLC\) System](#). Commission members include teachers, administrators, area education agencies (intermediate agencies), state professional organizations, university representatives, Iowa Department of Education representatives, and community members. Once legislation was passed, Iowa's Commission on Educator Leadership and Compensation was created to play a key role in implementing the statewide system, particularly in approving district grant applications and monitoring implementation.
- **Partner with teacher and principal unions and other representative organizations in teacher leadership conversations.** Because career ladder, compensation, and evaluation policies are often designed in conjunction with a local or statewide union, states looking to utilize these policies to advance teacher leadership must do so collaboratively with union representatives.
 - In **Iowa**, all major state professional organizations were included in all phases of development and implementation. Representatives from and members of the Iowa State Education Association, the School Administrators of Iowa, and the Iowa Association of School Boards were on the task force that developed initial [teacher leadership recommendations](#). They are also members of the commission that approves district plans and the statewide support group that coordinates supports for districts.



- In **Massachusetts'** [professional learning networks](#), participating districts are required to include at least one teacher as a team member, and many select local union presidents or representatives. Massachusetts also hosts examples of collective bargaining agreements, including teacher leader roles on the state website.

Use the Brainstorming Box to inform plans for collaborating with stakeholders.

BRAINSTORMING BOX: COLLABORATING WITH STAKEHOLDERS

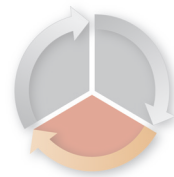
- Are there existing structures or communication streams that might support teacher leadership?
- Are there external partners (e.g., associations, professional organizations) that can support, spread, and refine teacher leadership implementation?

Implementing Strategies

Implementing Teacher Leadership at the State or District Level

After identifying specific strategies to use to foster teacher leadership (including collaborating with stakeholders on strategy selection and design) and articulating the strategies in the theory of action, states and districts will need to plan for implementation. States can make initial design and implementation decisions, but many of these decisions are determined at the district and school levels. States and districts can refine selected teacher leadership strategies to fit their specific context and to ensure that these strategies are likely to lead to intended outcomes. States and districts can consider the following approaches to refining and implementing strategies.

- **Regularly connect the dots with other existing initiatives.** When states and districts communicate about teacher leadership without making connections to broader system goals or outcomes, teacher leadership roles run a greater risk of being defunded in the case of budget cuts. States and districts can help teacher leadership be sustainable over time by articulating how teacher leadership is a valuable strategy for achieving goals and linking teacher leadership to specific needs, goals, plans, and milestones.
- **Establish clear communication and coordination processes across central office departments.** It is important for key central office staff at the state and district levels to have a shared understanding about teacher leadership to prevent miscommunication, inconsistencies in policies or practice, or missed opportunities for strengthening and streamlining the work. States and districts may promote coordination across offices such as educator effectiveness, curriculum and instruction, school improvement, and finance.



- **Collaborate with local leaders and teachers early on and learn from the bright spots.** States and districts may find it easier to begin teacher leadership work with a “coalition of the willing,” including schools and districts already invested in or exploring teacher leadership. These schools and districts may be able to test the impact of specific teacher leadership models, identify key factors for successful implementation, and offer resources such as sample salary structures or school schedules for other schools to use.
- **Provide professional learning.** Many teacher leaders have expressed a need for support in their role, including support in developing new skills (e.g., providing constructive feedback) and managing a different type of workload. States and districts can use communities of practice and networks to share and spread best practices, especially for teacher leaders working in a specific content area (e.g., life sciences). Likewise, states and districts can provide professional learning on key skills (e.g., adult learning) to all teacher leaders.
- **Hire or identify dedicated staff to drive teacher leadership initiatives.** Many teacher leadership initiatives require dedicated time from staff at the state or local level. These staff can be responsible for developing the theory of action, keeping other staff informed and involved as needed, managing or overseeing day-to-day implementation, crafting internal and external communications, and gathering data.
- **Use local thought partners to think creatively about funding.** Funding teacher leadership over time can be one of the greatest implementation challenges. Local leaders can work with experts and state leaders to generate creative, integrated funding approaches beyond grant funding, including cost-neutral approaches that allow schools and districts to allocate funding for teacher leader salaries within existing budgets.
- **Invest resources to visit pilot districts and help to communicate and cross-pollinate ideas.** Leaders can learn a lot from one another based on their experiences designing and implementing teacher leadership initiatives. States and districts can hold in-person or virtual convenings for leaders to share successes, challenges, lessons learned, questions, and resources. These events can also help states and districts consider the ongoing supports necessary to foster implementation fidelity.

Use the Brainstorming Box to guide approaches to implementation at the state or district level.

BRAINSTORMING BOX: IMPLEMENTING STRATEGIES AT THE STATE OR DISTRICT LEVEL

- Are there state or district leaders (or staff) who can make connections between existing work and establish teacher leadership as more than an add-on approach?
- Are there opportunities to share information, learnings, and successful practices across educators, schools, and districts over time?



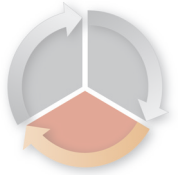
Implementing Teacher Leadership at the School or District Level

The success of implementing teacher leadership structures can often rest in the details of design and implementation plans. In **Massachusetts**, schools and districts implementing teacher leadership structures shared many details about lessons learned through implementation that are codified in the [Creating and Sustaining Teacher Leader Roles](#) resource. Schools and districts may consider the following strategies (identified through the work in Massachusetts) while implementing teacher leadership strategies:

- **Be transparent about hiring.** Provide clear selection criteria publicly for all teacher leader roles and share the positive reasons that specific staff were chosen for teacher leader positions. Conduct preliminary assessments to estimate the number of staff who may be ready to move into specific teacher leadership roles; some staff may be ready for some teacher leadership roles (e.g., curriculum support) but not yet ready for other teacher leadership roles (e.g., lead teacher positions). Include peer feedback and demonstrations in the hiring process to confirm that the right staff are being selected for the right teacher leader roles.
- **Provide benefits beyond increased compensation.** For some teacher roles that do not require significant changes in daily responsibilities, schools and districts may consider providing benefits such as small discretionary funds, professional development credits to be used toward license renewal, or additional vacation days. Schools and districts may recruit more candidates for teacher leader roles by providing and describing the supports and growth opportunities available in job descriptions for these roles.
- **Use flexible staffing and support approaches.** Many positions such as curriculum specialists, instructional coaches, or policy analysts may be filled by a small number of teacher leaders, allowing the salaries associated with these positions to be used in a flexible manner. Small schools and districts may share teacher leaders across similar tasks or may share costs associated with training teacher leaders. Schools and districts may also desire to keep teacher leader job descriptions flexible to enable them to change over time, especially with regard to collective bargaining agreements.
- **Protect teacher leader time for high-impact activities.** Many states, districts, professional organizations, and teacher leaders themselves have shared that some school leaders have a tendency to use teacher leaders' time to address immediate needs (e.g., lunch duty, substitute teaching) rather than their official job duties or activities focused on improving teaching and learning. Districts can ensure that school leaders understand teacher leader roles and prevent "scope creep" of teacher leader responsibilities by setting clear expectations during weekly or monthly meetings with school leaders; likewise, districts can hold school leaders accountable by gathering feedback from teacher leaders about how they use their time. States and districts can also partner with professional organizations to provide professional learning to school leaders on ways to best utilize and support teacher leaders.

For more information on teacher leadership strategies and approaches, see [Resource 3: Teacher Leadership Approaches and Strategies](#).

Use the Brainstorming Box to guide approaches to implementation at the school or district level.



BRAINSTORMING BOX: IMPLEMENTING STRATEGIES AT THE SCHOOL OR DISTRICT LEVEL

- Are there existing structures or communication streams that might support teacher leadership?
- Are there external partners (e.g., associations, professional organizations) that can support, spread, and refine teacher leadership implementation?



PART 3

Monitoring Progress and Impact

After initial goal, design, and implementation decisions, states and districts will need to identify key implementation milestones and metrics for success (before actual implementation). Such identification will enable states and districts to clearly define expectations up front and to monitor success over time. Setting early implementation milestones can also help states and districts “course correct” if implementation is not going as planned (for example, adjusting activities, providing additional guidance, or reconsidering the appropriateness of the selected strategy) rather than waiting until after implementation to assess the success of the initiative.

This section covers the following topics:

- Considering State Capacity
- Identifying Implementation Milestones
- Identifying Metrics
- Sharing Success Stories

States and districts already will have set initial intended outcomes in Part 1 toward outlining the goals for the teacher leadership initiative; however, it is important to refine these intended outcomes after selecting strategies to ensure that the short-, medium-, and long-term outcomes directly connect to the specific activities that will take place as part of strategy implementation.

Considering State Capacity

States and districts may consider the following before identifying and selecting specific milestones and metrics for the teacher leadership initiative:

- 1. Review the current research literature on the impact of teacher leadership.** To date, most of the research literature has described educator perceptions of teacher leadership rather than the actual impact of teacher leadership on student learning; however, some formal models (such as the TAP™ model and Public Impact’s Opportunity Culture) do have research demonstrating their impact on student learning. For more information on the research on teacher leadership, see [Resource 8: Summary of the Research Literature on Teacher Leadership](#).
- 2. Reflect on capacity for evaluation and data collection efforts.** Implementation and qualitative perception data can be valuable in informing ongoing system refinements as well as an important factor in success; however, states and districts may not have the capacity to gather these data alone. States and districts can partner with regional educational laboratories or other external organizations to support data collection and analysis.
- 3. Consider both the state and district roles in broadly disseminating information about teacher leadership implementation.** States and districts can use their networks and events to invite panels and disseminate case studies to publicize bright spots and share innovations and lessons learned. Alternatively, states and districts can use a multifaceted evaluation effort to monitor implementation (e.g., fidelity, progress toward milestones).



Identifying Implementation Milestones

Before measuring the short- and long-term impact of teacher leadership initiatives, states and districts need to establish key implementation milestones for program implementation and operations.

- **Programmatic milestones** include those related to measures of progress establishing teacher leadership (e.g., the number of districts involved, the number of teacher leader roles established, the number of students with instruction led by teacher leaders, the number of distinct teacher leadership models being implemented across schools or districts).
- **Operational milestones** include those related to the supports and structures needed to effectively implement a new teacher leadership initiative, such as staffing (e.g., the number of staff hours dedicated to managing implementation), infrastructure (e.g., the number and types of guidance resources available) and budget (e.g., funding approvals or the amount of grant funds secured).
- **Impact milestones** include those related to measures of impact and quality (e.g., the number of participants reporting learning based on activities, the improvement in student growth trends for affected students).

Identifying these milestones *before implementation* can help states, districts, and schools develop an implementation plan to guide their work over time. These milestones may also help create a schedule for decision making throughout implementation (e.g., creating targeted, needs-based professional learning for teacher leaders).

Use the Brainstorming Box to reflect on setting milestones for the teacher leadership initiative.

BRAINSTORMING BOX: IDENTIFYING IMPLEMENTATION MILESTONES

- What are the interim milestones that measure progress toward long-term goals?
- What rate of progress do we expect?
- How will we know when we've been successful?



Identifying Metrics

Once states and districts have identified milestones for teacher leadership implementation, they will need to determine how they will measure progress toward these milestones over time. During the implementation of a new initiative, change tends to happen in three stages:⁷

1. Changes in perceptions (e.g., beliefs, attitudes, values, knowledge)

- **Example:** In the first few months of teacher leadership implementation, stakeholders indicate that they understand teacher leader roles and responsibilities and believe in the value of this work.
- **Example:** In the first year of implementation, school staff indicate that they are seeing changes in formative student data based on teacher leadership activities.

2. Changes in behavior (instruction, collaboration, interaction with students and families)

- **Example:** After stakeholders show changes in perceptions regarding the value and utility of collaboration, stakeholders begin to change behaviors, habits, systems, and processes to include collaboration in strategic ways.
- **Example:** After school staff show changes in perceptions regarding their belief that they can (and should) improve and refine their instructional practices to promote student learning gains, staff begin to incorporate and respond to feedback to make changes in their instructional practice.

3. Changes in impact (student performance, student behavior)

- **Example:** After establishing teacher leader roles focused on improving data-driven instruction and use of evidence-based practices, schools begin to see significant learning gains for the bottom three quartiles of students.
- **Example:** After establishing teacher leader roles focused on improving curricular resources, schools begin to see significant changes in student performance for targeted standards in district assessments.

States and districts can use this progression of change to inform how and when to measure milestones over time. The first milestones to measure may be programmatic milestones related to fidelity of implementation or trends in implementation design, such as the number of teacher leader role types, the number of actual teacher leaders in new roles, the time spent in professional learning or training, etc. Operational milestones can also be measured at initial implementation and over time. While milestones related to perception might occur within the first few months of implementation, milestones related to behavior may be more appropriate to set after several months or the first year of implementation. States and districts may wish to set milestones related to impact a few months to a year after those related to behavior.

States and districts can use a mix of qualitative metrics (e.g., perception data gathered through interviews and open-ended survey items) and quantitative metrics (e.g., closed-ended survey items, retention data, student learning data) to measure progress toward milestones.

⁷ For more information on change across perceptions, behavior, and impact, see <https://siteresources.worldbank.org/EXTGOVACC/Resources/BehaviorChangeweb.pdf>.



- **Surveys** can capture both qualitative and quantitative perception data. States and districts can work with school leaders to ensure the right staff complete the survey and understand its importance in decision making.
- **Focus groups and interviews** can capture detailed qualitative data. Unlike surveys, skilled and experienced facilitators and/or interviewers can elicit data on how an initiative is being implemented, the processes or strategies in place that are successful or unsuccessful, or the rationale or beliefs driving the work at the local level.
- **Student data analyses** can capture the quantitative impact on student learning over time. This may include statistical analyses of state and district assessment results, ongoing analyses of formative data by school-level teams, or both.
- **Budget analyses** can capture the quantitative cost savings or expenditures related to teacher leadership over time.

Regardless of the specific metrics selected, states and districts should create a data collection and analysis plan for monitoring progress. Because data collection can be complex, it may be helpful to leverage existing data collection methods where possible or partner with research and evaluation organizations to make data collection more feasible. Periodic external evaluations conducted by external research organizations can also support states and districts in making unbiased claims about the impacts of the teacher leadership initiative.

BRAINSTORMING BOX: IDENTIFYING METRICS

- What data sources do we already have in place that might help us assess whether we are making expected progress toward milestones?
- What new data collection activities might we want to establish to better understand what is working and what is not?
- How can we leverage existing partnerships, staff, and networks to help support meaningful data collection throughout implementation?



Sharing Success Stories

States and districts can continue to build support for teacher leadership initiatives by sharing success stories gathered through monitoring and evaluation. These might include anecdotes from educators, data illustrating meaningful progress toward goals, or perceptions of positive systems change. States and districts may consider the following strategies for gathering evidence of success:

- **Use site visits to gather feedback and success stories.** Although states and districts can create detailed plans for initiatives, leaders sometimes have a more limited understanding of the nuances of local implementation.
 - **Iowa** analyzed feedback from implementation visits and other district feedback to revise support strategies. As a result, the state shifted from a focus on broad, generalized instructional coaching skills to professional learning that delves deeper and focuses on teacher leader roles beyond that of the instructional coach.
 - **New York** realized through visits, status calls, and feedback that the first round of its Strengthening Teacher and Leader Effectiveness grant program tried to accomplish too many goals within the context of a single grant. Additionally, district grant recipients did not have peers to collaborate with and learn from. The state revised its approach by focusing its subsequent grant on career ladders and being more direct with districts about the grant goals in subsequent requests for proposals. The state also added a staff member to better support districts to use their evaluation data to direct professional development strategically and to help districts share practices.
- **Invite school and district leaders (and teacher leaders themselves) into conversations about monitoring, research questions, and data collection.** Mandating districts to measure the impact of teacher leadership initiatives can be effective in the short term but may not build capacity or buy-in over the long term. States must work to understand district goals for data analysis and whether their existing data collection infrastructure can be leveraged to assess the statewide work.
- **Consider measuring the impact of communication and collaboration.** States can learn to better target their communication efforts through enhanced understanding of what works and what doesn't. This could mean reviewing email open rates, resource downloads, website hits, etc. to understand what communications and resources are having the greatest impact and what districts are most interested in.
 - **Tennessee** publishes an annual Teacher Leader Guidebook that serves to celebrate the efforts of its teacher leader network (TLN) districts while also codifying models and valuable lessons that others can learn from. The guidebooks are disseminated through regional offices, and districts present the guidebook to their peers in the region. The TLN now has three regional coaches to provide individualized support to districts in their geographic area, and the TLN will expand in 2016–17 to offer a second tier of support to districts that need to refine their teacher leader models. The state also created a rubric for gauging the effectiveness of teacher leadership models.

For more information on monitoring progress and impact, see [Resource 9: Ensuring Sustainability: Collecting Data on Teacher Leadership Implementation and Impact](#).

Appendix: Teacher Leadership Resources

Contents

	Page
Resource 1. Teacher Leadership Approaches: Example Theories of Action	A–2
Resource 2. Teacher Leader Role Profiles.....	A–6
Resource 3. Teacher Leadership Approaches and Strategies	A–27
Resource 4. Teacher Leadership Models: Examples and Opportunities for Innovation	A–37
Resource 5. Approaches to Teacher Leader Licensure and Endorsement.....	A–40
Resource 6. Approaches to Professional Learning for Teacher Leaders	A–44
Resource 7. Approaches to Promoting Equity Through Teacher Leadership	A–47
Resource 8. Summary of the Research Literature on Teacher Leadership.....	A–49
Resource 9. Ensuring Sustainability: Collecting Data on Teacher Leadership Implementation and Impact	A–55
Resource 10: Crosswalk of Teacher, Teacher Leader, and School Leader Standards.....	A–58

Resource 1. Teacher Leadership Approaches: Example Theories of Action

States and districts can use selected challenges and goals to begin creating a theory of action describing the teacher leadership initiative. The process of creating the theory of action can facilitate communication and decision-making among those leading the teacher leadership initiative, including more detailed decisions about strategies and approaches to use. Creating a theory of action can also help states and districts identify key talking points for different audiences, build consensus about the ultimate goal for the work, and identify early wins and indicators of success.

Essentially, a theory of action outlines an “if/then” statement describing the intended impact of the teacher leadership initiative, and the details about the activities and events that happen between implementation and impact.¹ The theories of action in Example 1 describe state-level approaches to fostering and supporting local teacher leadership models. These high-level theories of action outline general approaches rather than describing specific implementation efforts. States and districts may use these theories of action as a template for their specific teacher leadership initiative(s).

Example 1. Powered by Teach-to-Lead Initiative

Focus/Approach	Vision/Goal
Powered by Teach to Lead summit series	• Leverage the talents of exceptional teachers. • Support teachers’ professional growth. • Refine state support activities based on trends in local teaching and learning needs. • Identify successful strategies or models to scale over time. • Support local school improvement efforts. • Support local development of informal and formal teacher leadership roles.
Rationale Educators are well positioned to identify and understand challenges critical to effective teaching and learning, including the root causes at the heart of these challenges. States, regions, and districts benefit from facilitating and supporting Teach to Lead summits in their local context, enabling increased collaboration and a narrower focus on the local context.	

¹ For more information on developing a theory of action, visit <http://info.k-12leadership.org/creating-a-theory-of-action>.

Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term
• State education agency staff • Partner organizations staff (e.g., teacher associations, regional service centers) • Teachers, teacher leaders, school leaders, and other local staff on the team	• Analyze team plans • Establish ongoing supports for teams	• Gather insights into local teaching and learning challenges • Identify potential teacher leaders for state-level activities (e.g., advisory boards)	• Refine state support activities to address local teaching and learning challenges • Improve or increase engagement of teacher leaders in state-level activities	• Improve teaching and learning
• Selected teams of teachers and leaders (applicants)	• Develop local projects focused on state priorities (e.g., equity; science, technology, engineering, and mathematics (STEM); English learners; mental health and behavior)	• Implement local structures to improve teaching and learning	• Improve local teaching and learning outcomes	• Improve local teaching and learning outcomes • Share successful approaches and learnings with other schools and districts

Example 2. Testing Teacher Leadership Models Initiative

Focus/Approach	Vision/Goal
Teacher leadership test site pilot, grant, or partnership	• Test teacher leadership models • Improve teaching and learning • Improve teacher workforce

Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term
• State education agency staff • Selected districts (including administrators, leaders, and teachers) • Design, implementation, and evaluation partners	• Identify models of teacher leadership to test and potentially scale • Establish selection criteria for implementation sites (e.g., schools, districts) and expectations regarding fidelity • Share information with interested districts • Waive policies as needed and/or provide funds for selected districts • Assess the effectiveness of models and capture lessons learned	• Identify best practices for implementation • Establish models of teacher leadership in practice	• Identify potential teacher leadership models to scale • Refine teacher leadership models to align with state priorities	• Increase spread of local teacher leadership models • Improve teaching and learning • Improve teacher workforce

Example 3. Fostering Local Teacher Leadership Initiative

Focus/Approach	Vision/Goal
Local teacher leadership model pilot, grant, or partnership	• Promote creation and implementation of local teacher leadership models • Improve teaching and learning • Improve teacher workforce

Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term
- State education agency staff - Districts (including administrators, leaders, and teachers) - Design, implementation, and evaluation partners	- Share guidance and information on local models - Waive state policies as needed and/or provide funds for opt-in districts - Implement local teacher leadership models - Gather information on local teacher leadership model design, implementation, and impact	Local teacher leadership models	Improve teaching and learning	- Improve teaching and learning - Improve teacher workforce

Example 4. Local Equity Labs Initiative²

Focus/Approach		Vision/Goal		
Teacher leaders implement local equity labs		- Increase equitable access to effective educators - Improve overall educational equity		
Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term
- State education agency staff - Selected teacher leaders - District staff	- Design and implement local equity labs led by teacher leaders - Monitor equity data over time, identifying inequities in access to effective educators, learning opportunities, etc.	Establish local equity initiatives	Increase equitable access	Improve overall educational equity

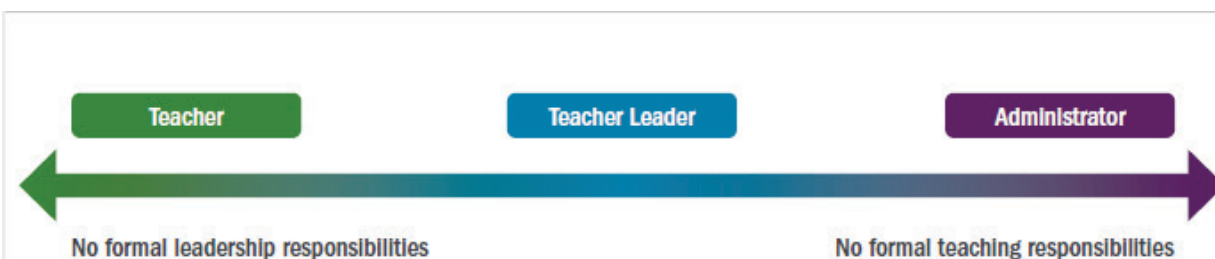
² For more information on equity labs, see <https://education-first.com/educator-equity-labs-can-support-students/>.

Resource 2. Teacher Leader Role Profiles

Teacher leadership is not an end in and of itself. Teacher leadership is a *strategy* that can be used to address key teaching and learning challenges or to promote sustainable, long-term school improvement. In the past, many teacher leadership opportunities have been marketed or framed as recognition or advancement opportunities, focusing primarily on individual teachers' accomplishments. Today, many states and districts are focusing instead on how to design teacher leadership activities to target specific challenges or goals. Many states and districts are also focusing on how to design teacher leadership activities to capitalize on the specific strengths and skills of exemplary educators.

There is a wide range of teacher leader roles, from informal roles in which teachers choose to take on a few administrative responsibilities to formal roles wherein a significant portion of the work day is spent on administrative tasks rather than teaching (sometimes referred to as *hybrid roles*) (see Figure 1). Depending on the role, teacher leaders may continue to serve as the teacher of record for a typical number of students, a smaller specialized cohort (often students in need of improvement), or a larger cohort of students overall. Some teacher leaders do not serve as the teacher of record, but instead spend a significant amount of time coteaching or supporting teacher responsibilities beyond direct instruction, such as lesson planning. Clearly defining teacher leadership roles and responsibilities can help states and districts strategically and effectively utilize teacher leaders.

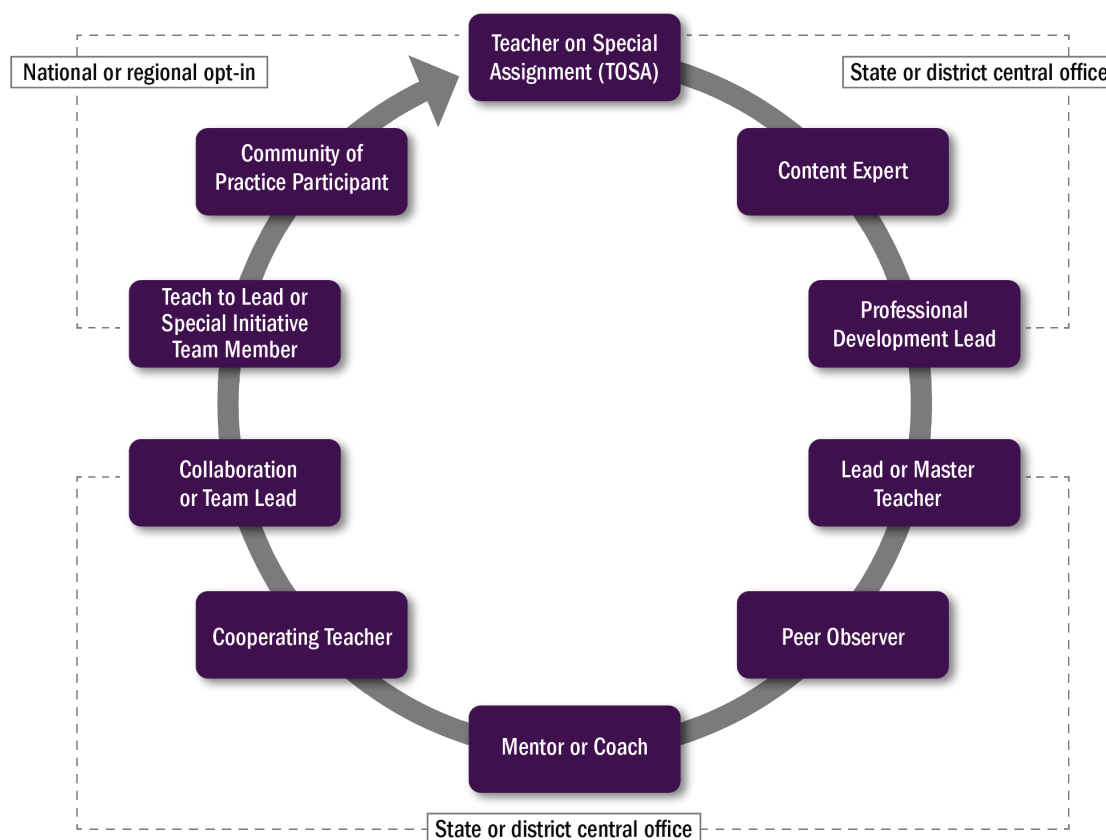
Figure 1. Teacher Leadership Role Spectrum



This resource describes 10 main categories of teacher leader roles. Each of these categories includes a description, associated standards and competencies, and examples of these roles within current state and district teacher leadership systems.

The following role profiles describe 10 distinct categories of teacher leader roles. There are many different types of teacher leader roles that may fit into a single category, depending on how these roles are designed and implemented. Figure 2 outlines the 10 different categories of teacher leader roles, categorized by the three different levels of implementation (e.g., roles established at the national, state, district, or school level).

Figure 2. Teacher Leader Role Categories



The following pages include role profiles for each of the 10 categories of teacher leader roles.

1. Teacher on Special Assignment

Description
Teacher leaders are selected by the agency, state, or district to engage in activities such as the following: • Task forces or committees • Special projects or initiatives • Policy implementation • Legislative testimony There is a wide range of teacher leader roles of this type, both formal and informal. Many of these roles require infrequent engagement that require little to no release time from a full-time teaching position, e.g., participating in a quarterly task force meeting or providing legislative testimony a few times a year. Some teacher on special assignment (TOSA) roles (such as Washington Ambassador Fellows under the School Ambassador Fellowship Program at the U.S. Department of Education) require teachers to take a leave of absence from their teaching positions to serve in a full-time teacher leadership position. Many of these positions are designed to address policy and stakeholder engagement issues, but are often created or sustained to show a commitment to ensuring that policy and communication reflect school and classroom realities.

Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Policy • Stakeholder engagement	• National • State	• Little to no release time required • In some cases, temporary full-time teacher leadership position	• No change in title or compensation • No change in license or credential
Relevant Competencies			
Overarching Competencies: advocacy, policy, communication, organizational effectiveness <u>Teacher Leader Model Standards</u> • Domain VII: Advocating for Student Learning and the Profession <u>Teacher Leadership Self-Assessment Tool</u> • 4.2: Demonstrating Systems Thinking • 4.3: Building Partnerships • 4.5: Professional Advocacy <u>Teacher Leadership Skills Framework</u> • Systems Thinking: Working Effectively Within the System • Systems Thinking: Advocacy Skills <u>The Teacher Leadership Competencies</u> • Policy Leadership: Policy Implementation • Policy Leadership: Policy Advocacy • Policy Leadership: Policymaking • Policy Leadership: Policy Engagement and Relationships • Association Leadership: Organizational Effectiveness: Leading With Vision • Association Leadership: Organizational Effectiveness: Leading With Skill • Association Leadership: Organizing and Advocacy • Association leadership: Building Capacity of Others • Association leadership: Learning Community and Workplace Culture			
Example: U.S. Department of Education School Ambassador Fellowship Program			
The School Ambassador Fellowship Program is a paid position in which exemplary teachers work with staff at the U.S. Department of Education (ED) to engage educators and ensure that the work of ED reflects classroom and school realities. Fellows also have built a number of special engagement and support efforts over the years, most notably Teach to Lead. Besides Fellows in their current year, ED maintains contact with this network of Alumni Fellows as key contacts in the field who now lead from a variety of levels within the education system and who can continue to inform ED's work. There are two types of Fellows: Washington Ambassador Fellows, who are based in the District of Columbia and who take a full year of leave from their teaching position, and Campus Ambassador Fellows, who maintain their teaching responsibilities while working for ED on a part-time basis. This opportunity enables exemplary educators interested in the Fellowship program to have flexible options for engagement. For more information, visit https://www2.ed.gov/programs/schoolfellowship/index.html.			

Example: New Mexico Public Education Department
The New Mexico Secretary’s Teacher Advisory Committee was launched in 2017 to connect the state department of education with teachers and to enable those teachers to provide input into education policy. The group, composed of 26 teachers, holds quarterly, in-person meetings with the state education secretary and participates in monthly conference calls. More information is available at http://teachreachnm.us/2017/08/launch-of-new-secretarys-teacher-advisory/ .
Example: Nevada Department of Education
The Nevada Department of Education launched a Teacher Leader in Residence program, with the first teacher leader serving during the 2018–19 school year. Teacher leaders in this program serve as a liaison between teachers and the state department of education and facilitate the superintendent’s teacher advisory council. More information is available at http://www.doe.nv.gov/Educator_Development_and_Support/ .
Example: Teach Plus
The Teaching Policy Fellowship with Teach Plus trains excellent teachers on topics like policy, advocacy, and op-ed writing and provides an opportunity for them to connect with education stakeholders and policymakers. Teacher leaders accepted into the Fellowship Program help shape policies that meet the needs of their students while remaining in the classroom. For example, one group of Teach Plus Fellows in Texas has worked to support districts in optimizing budgets to make more strategic and purposeful uses of district funds to promote student learning. Teach Plus currently operates in 10 states. More information is available at https://teachplus.org/programs/teaching-policy-fellowship .
Example: Hope Street Group
Hope Street Group’s Teacher Fellows Network helps states and districts foster teacher communities, formulate innovative ideas, and directly solve education challenges. Fellows are trained to understand the stakeholders in education systems and to examine solutions to pressing challenges in policy design and implementation. There are six different roles offered to Fellows, including Teacher Advisory Council Member, Facilitator, State Design Team Member, Social Media Ambassador, Focus Group Moderator, and Application Reviewer. More information is available at https://hopestreetgroup.org/teacherfellowship/ and https://hopestreetgroup.org/tf alumni/ .
Example: Tennessee Teacher Leader Collaborative
The Tennessee Teacher Leader Collaborative offers a database of teacher leadership opportunities for four types of roles: advocate, coach, influence, and connect. Through the advocate category, the collaborative shares opportunities for fellowships and advisory positions. For the influence category, the collaborative shares opportunities to serve as a reviewer or committee member. More information is available at https://tnteacherleader.org/opportunities/interest-areas/advocate/ and https://tnteacherleader.org/opportunities/interest-areas/influence/ .

2. Content Expert

Description			
Teacher leaders serve as content expert advisors to state or district leaders, providing guidance or input in specific content areas (e.g., English language arts, chemistry) or instructional approaches (e.g., project-based learning, data-driven instruction). These roles are typically formal and carry a specific title, but they may or may not be linked to a specific initiative, such as implementation of new standards or assessments. Likewise, these roles may or may not include responsibilities linked to school- or district-level decision making, such as serving on an instructional leadership team. Depending on the level of effort required over time, these roles may or may not require release time or a reduced teaching workload. Districts and states may utilize these types of roles to provide experienced and exemplary teachers with flexible opportunities for leadership and growth that are closely tied to instructional practice but do not require coaching or mentoring responsibilities.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
- Instructional materials and learning opportunities - Instructional approaches	- State - District	- Little to no release time needed - Some release time needed	- Title change with salary increase - Title change with stipend - Title change without change in compensation
Relevant Competencies			
Overarching Competencies: content knowledge <u>Teacher Leader Model Standards</u> - Domain IV: Facilitating Improvements in Instruction and Student Learning <u>Teacher Leadership Skills Framework</u> - Knowledge of Content and Pedagogy			
Example: Tennessee Department of Education			
The Tennessee Department of Education selects 31 content experts from around the state to serve as TNReady Content Ambassadors for mathematics, English language arts, science, social studies, and special populations. Ambassadors consult with the department on assessment design and item review, build awareness of TNReady and standards alignment, and participate in trainings and regional assessment meetings. They must have taught for at least 3 years in Tennessee, and they receive \$15,000 in compensation. More information is available at https://www.tn.gov/content/dam/tn/education/testing/TNReady-Content-Ambassador-Overview.pdf. For information on teacher leadership opportunities related to curriculum and assessment review, visit https://tnteacherleader.org/opportunities/interest-areas/influence/. In addition, the Tennessee Department of Education engages teacher leaders through the Teacher Leader Network to contribute to resources on ways to improve educational outcomes for students. For example, a team of teacher leaders contributed to a brief that outlined five major strategies that educators can implement to help improve access to advanced courses and learning pathways for students. These recommended strategies stem from the teacher leaders' deep content knowledge and experience. For example, one strategy describes collaboration with colleagues in higher education. For more information, visit https://www.tn.gov/content/dam/tn/education/educators/Teacher-Leader-Action-Brief_1.pdf.			

Example: Kingsport City Schools, Tennessee

In Kingsport, teacher leaders worked in teams with administrators and partners from local colleges and universities to expand student access to advanced courses that offer college credit, such as Advanced Placement® courses. More details are available at

https://www.tn.gov/content/dam/tn/education/educators/Teacher-Leader-Action-Brief_1.pdf.

Weakley County Public Schools, Tennessee

In Weakley County Public Schools, teams of teacher leaders worked collaboratively to develop an updated curriculum to meet the learning needs of students, reflect state standards, and address 21st century learning needs. More information is available at

https://www.tn.gov/content/dam/tn/education/educators/Brief_Implementing-Unit-Starters-to-Improve-Student-Literacy.pdf.

Example: District of Columbia Public Schools

The Common Core Mathematics Corps at District of Columbia Public Schools (DCPS) comprises educators who worked with the district to design, plan, and implement the Common Core State Standards for Mathematics rollout. Three to four educators were selected at each grade level. More details are available at <https://dcps.dc.gov/node/983582>.

In addition, as part of the overarching district human capital management system, DCPS has instructional coaches who support teachers through ten 3-week cycles of inquiry, which includes responding to student work.

Example: Louisiana Department of Education

Louisiana employs a three-pronged approach to developing teacher leaders within content areas. First, the Louisiana Department of Education (LDOE) conducts teacher leadership summits each year in which teacher leaders present and lead professional learning opportunities for other teachers. The LDOE archives materials from these summits to inform ongoing professional learning. In addition, Louisiana offers summer content institutes, which are content-specific professional learning sessions, alongside content-agnostic collaboration opportunities. The LDOE directly funds state-level teacher leader roles to inform and oversee use of curricula and assessments across content areas. The LDOE also supports districts in establishing their own content-based instructional coaching teacher leadership positions. For more information, visit <https://www.louisianabelieves.com/resources/library/louisiana-teacher-leaders>.

3. Professional Development Lead

Description			
Teacher leaders provide formal training or professional development to other teachers in their state or district. These roles are typically formal, but they may be more informal depending on whether they are temporary (i.e., linked to a specific, short-term initiative) or more long term. Teacher leaders in these roles typically provide training or professional development on a specific topic to large groups of teachers, administrators, or other staff (rather than to a smaller group of teachers based on their individual needs, as a coach or mentor would). Like a content expert, these types of roles can provide flexible opportunities for leadership and growth that are closely tied to instructional practice but do not require coaching or mentoring responsibilities. Having teacher leaders provide professional development can also help states or districts streamline spending on professional development and build internal capacity over time.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Instructional improvement • Student supports	• State • District	• Little to no release time needed • Some release time needed	• Title change with stipend • No change in title with stipend
Relevant Competencies			
Overarching Competencies: adult learning, communication <u>Teacher Leader Model Standards</u> • Domain III: Promoting Professional Learning for Continuous Improvement <u>Teacher Leadership Self-Assessment</u> • 1.3: Group Processes, Facilitation, and Coaching Skills • 2.3: Understanding Adult Learning • 2.4: Facilitating Professional Learning Among Colleagues <u>Teacher Leadership Skills Framework</u> • Working With Adult Learners: Facilitating Professional Learning for Teachers • Collaborative Work: Organizational Skills • Communication: Technical skills			
Example: Southeast Polk Community School District, Iowa			
As part of Iowa’s statewide Teacher Leadership and Compensation initiative, the Southeast Polk Community School District has teacher leaders in roles that support professional development efforts. This typically requires a commitment of about 1 or 2 weeks per year, for which teacher leaders receive a stipend. As a result of these efforts, more teachers in the district have reported perceiving professional development as more relevant. More information is available at https://www.nnstoy.org/wp-content/uploads/2016/03/RINVN829_Teacher-Career-Adv-Initiatives_Rpt_WEB_f.pdf and https://www.educateiowa.gov/sites/files/ed/documents/Southeast%20Polk%20TLC%20Report%202016-17.pdf.			

Example: Chicago Teacher Collaborative

Through the Chicago Teacher Collaborative, Teach Plus recruits Chicago Core Collaborative Teacher Leaders, who facilitate five 3-hour professional development sessions for a cohort of 10 to 15 teachers. More information is available at <https://teachplus.org/Chicago-c2-application>.

Example: Charlotte-Mecklenburg Schools, North Carolina

In Charlotte-Mecklenburg's 20 highest-need schools, the district offers several teacher leadership opportunities, where excellent teachers can expand their influence. One of these roles is the Professional Development Facilitator, who is responsible for identifying areas of growth and developing school-wide professional development activities. More information is available at <http://cmshighimpact.com/leadership>.

Example: Hope Street Group

The Hope Street Group Teacher Fellow Alumni Network includes six different teacher leader roles, one of which is the Teacher Fellow Facilitator role. In this role, teacher leaders design and deliver virtual or face-to-face professional learning opportunities for other teachers. For more information, visit <https://hopestreetgroup.org/tf alumni/>.

4. Lead or Master Teacher

Description			
Teacher leaders work with other teachers in a cadre or instructional team. This model enables the teacher leader to reach more students, therefore increasing students' access to effective teaching practices. The teacher leader is typically accountable for the student results of their team, in addition to being responsible for instructional planning and providing professional support to the other teachers in the cadre to help them grow their practice and become more effective. When stipends are reallocated from existing funds, this teacher leadership approach can be a cost-neutral way to promote equitable access and more flexible, ongoing professional support for teachers. Likewise, this approach can give experienced and exemplary teachers an opportunity for growth and advancement without significantly reducing time spent on direct instruction.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Instructional improvement • Student supports	• Classroom	• No release time required, though some models (such as Opportunity Culture) include release time	• Title change with stipend • Title change with change in salary
Relevant Competencies			
Overarching Competencies: communication, collaboration, content knowledge <u>Teacher Leader Model Standards</u> • Domain IV: Facilitating Improvements in Instruction and Student Learning <u>Teacher Leadership Self-Assessment</u> • 3.1: Demonstrating Pedagogical Knowledge • 3.3: Demonstrating Social and Emotional Competency • 3.6: Applying Coaching Skills <u>Teacher Leadership Skills Framework</u> • Knowledge of Content and Pedagogy			
Example: Opportunity Culture			
The Opportunity Culture model, which is being implemented in more than 150 schools in 22 sites across the country, enables excellent teachers to reach more students than they would in traditional teaching models. Multi-classroom leaders oversee a teacher team and are responsible for outcomes of all students taught by the team. The multi-classroom leaders receive additional compensation for this role and support other educators in growing and improving their practice. This model also enables exemplary teachers to reach more students, increasing equitable access for the most disadvantaged students. Opportunity Culture schools pay sustainable stipends up to \$23,000 for teacher leaders by reallocating funds from vacant teacher positions, non-classroom teacher specialists, and other funds. More information is available at www.OpportunityCulture.org.			

5. Peer Observer

Description			
Peer-observer teacher leaders observe and provide feedback to other teachers as part of a formal evaluation or professional growth system. These roles are typically formal; however, these teacher leaders often focus more on providing feedback and do not replace an administrative evaluator. Peer observers may be able to provide detailed or content-specific feedback to teachers based on their time available and expertise, as opposed to school leaders who may be limited to providing more general feedback and shorter periods of time for observation. Districts may choose to establish peer observer roles to produce more targeted and specific observation data, feedback, and support. These roles often require the district to invest in ongoing training and calibration, and the costs associated with teacher leader compensation may vary. These roles may also have a wide range of release time required, depending on the number of observations required and the number of teachers served. Teacher leaders in these roles may serve all teachers, or they may focus on specific subject areas or teacher populations, such as novice or struggling teachers.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Instructional improvement • Student supports	• District • School	• Little to no release time needed • Some release time needed • Temporary full-time teacher leadership position	• Title change with stipend • Title change with change in salary
Relevant Competencies			
Overarching Competencies: content knowledge, communication <u>Teacher Leader Model Standards</u> • Domain IV: Facilitating Improvements in Instruction and Student Learning <u>Teacher Leadership Self-Assessment</u> • 3.1: Demonstrating Pedagogical Knowledge • 3.3: Demonstrating Social and Emotional Competency • 3.6: Applying Coaching Skills <u>Teacher Leadership Skills Framework</u> • Knowledge of Content and Pedagogy • Communication: Building Relationships Through Communication			
Example: Illinois Department of Education			
The Illinois teacher evaluation regulations enable districts to utilize teacher peer observers. More information on state guidelines is available at https://www.isbe.net/documents/13-17-pe-teacher-eval.pdf.			

Example: Denver Public Schools

The Denver Teacher Leadership and Collaboration (TLC) Initiative was initially created under a Teacher Incentive Fund grant and has since expanded because of local support for the program. In the TLC system, Team Leads and Senior Team Leads provide observations and feedback to other teachers at their school. Teacher leaders in these roles earn a stipend for this work and have reduced classroom teaching responsibilities. More information is available at <http://teacherleader.dpsk12.org/>.

Example: Boston Public Schools

The Peer Assistance and Review (PAR) program in Boston Public Schools provides coaching, support, and evaluation for teachers who are not yet proficient. PAR teachers volunteer to have an experienced “consulting teacher” serve as their coach and primary evaluator. More information is available at <https://btu.org/member-resources/peer-assistance-and-review-par-program/>.

6. Mentor or Coach

Description			
Teacher leaders provide ongoing support to new or struggling teachers by conducting observations, providing feedback, supporting lesson planning and data analysis, and coteaching. These roles may be formal or informal, and they may be designed to be separate from or include peer observer responsibilities. Likewise, these roles may include broader decision making (e.g., serving on instructional leadership teams) or may focus on individual teacher growth. Many current instructional coaching roles may not be considered teacher leader roles if they do not also include instructional responsibilities and accountability for student learning. Schools and districts may establish multiple, hybrid teacher leadership positions that include part-time or flexible instructional coaching instead of (or in addition to) full-time instructional coaches. Instructional coaching teacher leadership roles may be aligned with standards, evaluation rubrics, or professional learning objectives to help structure and guide coaching activities. Teacher leaders in these roles may also take a collaborative approach, observing and highlighting effective practices from other teachers to emphasize shared expertise and collaboration; this approach may be especially effective for teacher leaders working with veteran teachers to improve their practice. An alternative approach to instructional coaching is to have the teacher leader teach in a model, demonstration, or lab classroom in which other teachers can observe the teacher leader in action with students. By engaging in professional learning dialogue with other teachers and sharing contextual information or artifacts before or after observation, coaches can balance and integrate teaching responsibilities with coaching responsibilities.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Instructional improvement • Student supports	• District • School	• Some release time needed • Temporary full-time teacher leadership position	• Title change with stipend • Title change with change in salary
Relevant Competencies			
Overarching Competencies: content knowledge, communication <u>Teacher Leader Model Standards</u> • Domain IV: Facilitating Improvements in Instruction and Student Learning <u>Teacher Leadership Self-Assessment</u> • 3.1: Demonstrating Pedagogical Knowledge • 3.3: Demonstrating Social and Emotional Competency • 3.6: Applying Coaching Skills <u>Teacher Leadership Skills Framework</u> • Knowledge of Content and Pedagogy • Collaborative Work: Collaborative Skills • Communication: Building Relationships Through Communication • Communication: Technical Skills <u>The Teacher Leadership Competencies</u> • Instructional Leadership: Coaching and Mentoring • Instructional Leadership: Facilitating Collaborative Relationships			

Example: Iowa Department of Education

The mentor teacher role in Iowa's career pathway was developed in 2012. Mentor teachers teach a 70% schedule and spend the remainder of their time planning and developing lessons with their assigned teachers, and planning and delivering professional development with the support of a lead teacher.

More information is available at

<https://www.educateiowa.gov/sites/files/ed/documents/Final%20Report%20of%20the%20Task%20Force%20on%20Teacher%20Leadership%20and%20Compensation.pdf>.

In addition, through the implementation of the Teacher Leadership and Compensation Program, Iowa has supported the creation of hundreds of locally designed instructional coaching teacher leader roles. Case studies have found that the districts showing the most improvement have some shared attributes across these roles, including alignment with standards or evaluation frameworks and shared decision making. Districts also shared that having clear processes and cycles of learning helped to make the work of instructional coaches more transparent to teachers. For more information, visit

<https://www.air.org/system/files/downloads/report/Strategies-for-Implementing-Teacher-Leadership-Compensation-Iowa-case-studies-2018.pdf>.

Example: Denver Public Schools

Denver Public Schools has an established mentoring program in which mentors support newly hired teachers. Mentors receive a stipend for this work, spending 20 hours per semester with the new teacher. While this role is formal, mentors are not required to share information about mentoring activities or impact with school or district leaders (or other reporting activities). Additional information is available at <http://neweducators.dpsk12.org/MentorOverview>.

Example: Ontario-Montclair School District

The primary responsibilities of the data coach position in Ontario-Montclair School District in Ontario, California, are to assist teachers in collecting and analyzing data and to support teachers in using data to modify instruction. In addition, the data coach identifies schoolwide instructional strategies, models lessons, observes lessons, gives feedback, and facilitates professional development. For more information, visit <https://www.edjoin.org/JobDescriptions/623/Data%20Coach-20150331084725.pdf>.

7. Cooperating Teacher

Description			
Cooperating teacher leaders work closely with preservice teachers, modeling instruction and gradually releasing instructional responsibilities as preservice teachers develop readiness. Cooperating teachers may host preservice teachers for a full school year or a shorter time period, and they often provide guidance and support to the preservice teacher during planning time. Cooperating teachers often self-select by volunteering for this role, and they may coordinate with either the district or the preservice teacher's institution of higher education.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Instructional improvement • Student supports	• Classroom	• No release time required	• No change in title with stipend
Relevant Competencies			
Overarching Competencies: communication, collaboration <u>Teacher Leader Model Standards</u> • Domain IV: Facilitating Improvements in Instruction and Student Learning <u>Teacher Leadership Self-Assessment</u> • 3.1: Demonstrating Pedagogical Knowledge • 3.3: Demonstrating Social and Emotional Competency • 3.6: Applying Coaching Skills <u>Teacher Leadership Skills Framework</u> • Knowledge of Content and Pedagogy • Collaborative Work: Collaborative Skills • Communication: Building Relationships Through Communication • Communication: Technical Skills <u>The Teacher Leadership Competencies</u> • Instructional Leadership: Coaching and Mentoring; Instructional Leadership: Facilitating Collaborative Relationships			
Example: New Jersey Department of Education			
In New Jersey, cooperating teachers must have received a rating of <i>effective</i> or <i>highly effective</i> on their most recent summative evaluation. The state's annual educator recognition programs include Distinguished Cooperating Teachers. For more information, visit https://www.nj.gov/education/educators/rpr/preparation/.			
Example: Pennsylvania Department of Education			
The Pennsylvania Department of Education requires cooperating teachers to have at least 3 years of satisfactory certified teaching experience—one of which must be the specific placement in which the student teacher is assigned—and to be trained by the preparation program faculty. More information is available at http://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/K-12%20Program%20Framework%20Guidelines.pdf.			

8. Collaboration Lead

Description			
Teacher leaders lead collaborative teams of teachers, organized by grade level, content area, or professional learning needs. These teams may focus on utilizing curricular resources, lesson planning, student data analysis, formative assessment development or administration, or other instructional planning activities. Teacher leaders may form new teams of teachers or may step in to lead existing teams of teachers, such as grade-level teams. These roles are formal and may be combined with other teacher leader responsibilities, such as peer observation or coaching. Teacher leaders in these roles are not accountable for the outcomes of the teachers they help, but they may inform larger instructional improvement efforts by elevating teaching and learning needs across classrooms or schools. Teacher leaders in these roles may also be part of broader decision-making structures such as instructional leadership teams. School and district leaders may hold teacher leaders responsible for the results of collaborative time (e.g., data analysis results, instructional plans based on student learning evidence) to ensure that team time is productive.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Instructional improvement • Student supports	• School • District (for district-level teams)	• No release time needed • Some release time needed	• No change in title with stipend • Title change with stipend • Title change with change in salary
Relevant Competencies			
Overarching Competencies: communication, collaboration, organizational effectiveness <u>Teacher Leader Model Standards</u> • Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning <u>Teacher Leadership Self-Assessment</u> • 1.1: Developing Positive Relationships and Trust • 1.2: Listening Skills • 1.3: Group Processes, Facilitation, and Coaching Skills • 1.4: Conflict Resolution and Mediation • 2.4: Facilitating Professional Learning Among Colleagues <u>Teacher Leadership Skills Framework</u> • Collaborative Work: Collaborative Skills • Collaborative Work: Organizational Skills • Communication: Building Relationships Through Communication • Communication: Technical Skills			
Example: Connecticut Department of Education			
In some schools, department chairs also lead collaborative team planning time. Per Connecticut policy, department chairs must earn an endorsement. To be eligible for the endorsement, the teacher must be certified in Connecticut, hold a master's degree or have completed 30 credits in addition to a bachelor's degree, and have completed 30 months of successful teaching. More information is available at https://portal.ct.gov/SDE/Certification/Administrative-Endorsements.			

Example: Denver Public Schools

In Denver Public Schools, there are four teacher leader roles (team lead, senior team lead, team specialist, and regional team specialist) responsible for facilitating and managing collaborative teams of teachers in lesson planning, data analysis, and reflection. Team leads and senior team leads also support evaluation activities, while team specialists focus specifically on leading teacher teams. Team specialists continue to teach full time, serving as the lead for the grade or content-area team in which they previously participated. Regional team specialists work with teams of teachers across multiple schools, enabling teachers of specialized content areas in smaller schools to communicate and collaborate with other teachers in their content area. More information is available at <http://teacherleader.dpsk12.org/apply/teacher-leadership-roles/>.

Example: White River School District, Washington

The White River School District has professional learning communities (PLCs) in each school facilitated by designated team leaders. More information on PLCs in White River is available at http://www.whiteriver.wednet.edu/learning_in_white_river/professional_learning_community.

Example: Impact Academy Charter School, Minnesota

Impact Academy in Minnesota uses PLCs to differentiate leadership responsibilities among teachers. Teachers participate in PLCs that meet weekly for 100 minutes to discuss instructional strategies and student data. Based on these findings, teachers also participate in decision making regarding the school schedule, student assessments, learning program, measuring school success, and staffing. More information is available at <https://www.edweek.org/ew/articles/2017/04/19/in-minnesota-and-us-teacher-powered-schools-take.html>.

9. Teach to Lead or Special Initiative Team Member

Description			
Teacher leaders participate in a Teach to Lead team to collaboratively identify a problem of practice and a potential solution to improve teaching and learning in their local context. Teams apply to and are selected to attend Teach to Lead summits across the country. To date, there have been more than 2,500 Teach to Lead Summit participants. Each team must include a current teacher and must leverage teacher leadership as a strategy for improvement; however, team projects may cover a wide range of challenges such as school nutrition, advanced learning opportunities, new teacher mentoring, or cross-department collaboration. Team plans and initiatives are conceptualized and designed by the teacher leader team members with support from content experts at the Teach to Lead summit, but the team is solely responsible for implementing their plan and generating buy-in from other teachers and leaders in their school or district. The time and effort required to support these initiatives depends on their design, and teacher leader participation is voluntary. Outside of Teach to Lead summits, states and districts may convene teacher leaders to identify problems of practice and potential solutions. States and districts may also identify teacher leaders to direct special initiatives based on their content expertise.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Policy • Stakeholder engagement • Instructional improvement • Student support • Instructional materials and learning opportunities • Learning conditions	• National • State • District • School	• No release time required	• No change in title or compensation
Relevant Competencies			
Overarching Competencies: collaboration, organizational effectiveness <u>Teacher Leader Model Standards</u> • Domain VII: Advocating for Student Learning and the Profession <u>Teacher Leadership Self-Assessment</u> • 4.1: Supporting and Strengthening the School Community • 4.2: Demonstrating Systems Thinking • 4.3: Building Partnerships • 4.5: Professional Advocacy <u>Teacher Leadership Skills Framework</u> • Systems Thinking: Working Effectively Within the System • Systems Thinking: Advocacy Skills • Collaborative Work: Collaborative Skills <u>The Teacher Leadership Competencies</u> • Policy Leadership: Policy Implementation • Policy Leadership: Policy Advocacy • Policy Leadership: Policymaking, Policy Leadership: Policy Engagement and Relationships			

Example: South Dakota Schools Teacher Retention and Mentoring Program

This Teach to Lead project in South Dakota sought to increase teacher retention, especially in high-need schools in which the teacher turnover rate is sometimes 100% in a single year. The team of teacher leaders worked to establish partnerships between newly hired teachers and mentor teachers at the school that included face-to-face and virtual mentoring. A community partnership with the WoLakota Project provided support and resources for teachers as they learned how to support students on Native American reservations. For more information, visit <http://teachtolead.org/stories/transforming-teacher-retention-mentorship/>.

Example: Prince George County Public Schools Teacher Action Committee

This Teach to Lead project in Maryland sought to create a connection between classroom teachers and the district central office through the creation of a Teacher Action Committee. During a Leadership Lab, diverse stakeholders convened to discuss student success and district needs. For more information, visit <http://teachtolead.org/stories/strengthening-partnerships-forming-teacher-action-committee/>.

Example: Tennessee Department of Education

The Tennessee Department of Education engages teacher leaders through the Teacher Leader Network to contribute to resources on ways to improve educational outcomes for students. For more information, explore the following resources that describe special initiatives and recommendations from teacher leaders in Tennessee:

- [Increasing Access to Early Postsecondary Opportunities \(High School and Bridge to Postsecondary\)](#)
- [Improving Inclusionary Practices to Support All Learners \(All Means All\)](#)
- [Implementing Unit Starters to Improve Student Literacy \(Early Foundations and Literacy\)](#)
- [Developing Teacher Practice through Unit Starter Implementation \(Educator Support\)](#)

Example: Effingham County School District, Illinois

The Creating Entrepreneurial Opportunities (CEO) course is a high school-level business course created by teacher leaders. This course was developed based on insights from two teachers, Joe Fatheree and Craig Lindvahl. Funded through local businesses, the course helps students effectively launch businesses in the community, engaging them in real-world learning and accelerating student learning through student interests. Efforts to replicate the CEO course are underway in other school districts. For more information, visit www.effinghamCEO.com.

10. Community of Practice Participants

Description			
Community of practice participants collaborate with other teachers, typically across school, district, or state lines. These communities of practice may be focused on the development of new resources for their profession, or they may be role-specific groups designed to share curricular or assessment resources, information, or experiences with one another. Teacher leaders participating in these communities of practice typically focus on resource sharing and guidance regarding teaching responsibilities rather than policymaking or decision making.			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
• Instructional improvement • Student support • Instructional materials and learning opportunities • Learning conditions	• National • State • Region • District • School	• No release time required	• No change in title or compensation
Relevant Competencies			
Overarching Competencies: organizational effectiveness, content knowledge <u>Teacher Leader Model Standards</u> • Domain VII: Advocating for Student Learning and the Profession <u>Teacher Leadership Self-Assessment</u> • 4.1: Supporting and Strengthening the School Community • 4.2: Demonstrating Systems Thinking • 4.3: Building Partnerships <u>Teacher Leadership Skills Framework</u> • Systems Thinking: Working Effectively Within the System			
Example: Powered By Teach to Lead Series			
Several states (including Indiana, Maryland, Maine, Utah, and Wisconsin) have led or co-led Powered By Teach to Lead summits in partnership with Teach to Lead partner organizations (including the National Board for Professional Teaching Standards and Teach Plus) and supporting organizations (including the Association for Supervision and Curriculum Development, Emerging Leaders, Hope Street Group, and the National Network of State Teachers of the Year). For more information, visit http://teachtolead.org/what-we-do/powered-teach-lead/.			
Example: New Mexico Public Education Department			
Each year, the Secretary’s Teacher Advisory and the New Mexico Teacher Leader Network—two teacher leader groups in New Mexico—host a summit, bringing together teachers from across the state to collaborate and learn from one another. More information is available at https://webnew.ped.state.nm.us/bureaus/teacher-family-outreach/teacher-leadership-2/.			
Example: Common Assignment Study (Colorado and Kentucky)			
In 2013, the Bill & Melinda Gates Foundation partnered with Colorado Education Initiative and the Fund for Transforming Education in Kentucky to bring together 45 teachers to collaborate across state lines. The Colorado and Kentucky teachers codesigned common assessments to teach in their classrooms. For more information, visit http://k12education.gatesfoundation.org/blog/2015-common-assignment-study-coky/.			

Example: Baltimore City Public Schools
Baltimore City Public Schools (BPS) first implemented a community of practice model for its library media specialists. The specialists were assigned to small groups. Throughout the year, these specialists continued to meet with the small groups for professional learning, sharing resources, and observing one another at their respective schools. Each library media specialist eventually filled the roles of observer and host. The positive feedback from Baltimore’s community of practice indicates that it could be replicated with teachers or teacher leaders. For more information, visit https://futureready.org/improving-teaching-learning-communities-practice/ .
Example: Tennessee Teacher Leader Collaborative
The Tennessee Teacher Leader Collaborative is a network of organizations (e.g., Hope Street Group, Teach Plus, and the Tennessee Collaborative on Reforming Education) through which teachers can identify and engage in a variety of professional learning and collaboration opportunities, including coaching opportunities. For more information, visit https://tnteacherleader.org/ .

Reflection on Teacher Leader Roles

States and districts may use the template in Table 1 to reflect on key questions related to the design of teacher leadership roles and to capture notes from discussion.

Table 1. Template to Capture Notes From Discussion

Reflection Question	Notes
What kinds of teacher leadership roles does the state or district intend to create or foster?	
What is the associated impact of these roles? Are they designed to have a direct or indirect impact related to the long-term goals for the initiative?	
What processes are in place to ensure that the most qualified candidates are selected for these roles, based on associated competencies and skills?	
What supports are in place to help teacher leaders develop important competencies and skills over time?	

When designing teacher leader roles, states and districts may consider the following:³

- Be transparent and collaborative in the role design process by meaningfully involving stakeholders and sharing information across schools and districts.
- When possible, align teacher leader roles with existing structures or processes such as standards, evaluation, or professional development. Clearly communicate how teacher leadership will help achieve teaching and learning goals.

³ These recommendations stem from lessons learned through case studies of Iowa’s implementation of the Teacher Leadership and Compensation initiative (more information is available at <https://www.air.org/system/files/downloads/report/Strategies-for-Implementing-Teacher-Leadership-Compensation-Iowa-case-studies-2018.pdf>), Tennessee’s implementation of the Teacher Leader Network (more information is available at <http://chiefsforchange.org/policy-paper/5665/>), and feedback shared through Teach to Lead summits.

Set clear expectations about the workload and expectations associated with the teacher leadership role and use these expectations to guide hiring and professional learning for teacher leaders. Provide professional learning to school leaders on managing and supporting teacher leaders.

Additional Resources on Teacher Leader Roles

For more information on the teacher leader standards frameworks included in each of the role profiles, explore the following resources:

- **Teacher Leadership Self-Assessment Tool:** This resource from the Regional Educational Laboratory Midwest and the Center on Great Teachers and Leaders outlines four domains of teacher leadership competencies informed by other standards frameworks and research. This resource and its companion School and District Self-Assessment Tool are available at <https://gtlcenter.org/products-resources/teacher-leadership-self-assessment-and-readiness-tools>.
- **Teacher Leader Model Standards:** These standards, developed by a consortium of diverse experts, encompass seven skill domains. The standards are available at https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf.
- **Teacher Leadership Skills Framework:** This framework, developed by the Center for Strengthening the Teaching Profession, includes five domains of skills, competencies, and dispositions. The framework is available at <http://cstp-wa.org/cstp2013/wp-content/uploads/2014/06/Teacher-Leadership-Framework.pdf>.
- **The Teacher Leadership Competencies:** This framework was developed by the Center for Teaching Quality, National Board for Professional Teaching Standards, and National Education Association and includes three domains of competencies. The competencies are described at https://www.nbpts.org/wp-content/uploads/teacher_leadership_competencies_final.pdf.

Additional Resources on Teacher Leader Roles

- **Creating Sustainable Roles:** This resource outlines examples and lessons learned from Massachusetts districts in creating teacher leader roles. For more information, visit <http://www.doe.mass.edu/edeval/leadership/CreateSustainRoles.pdf>.
- **ASCD's Ten Roles for Teacher Leaders:** This resource, developed by the Association for Supervision and Curriculum Development (ASCD), outlines 10 roles that teacher leaders can play in terms of how they influence or interact with others, such as Learner or Resource Provider. More information is available at <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx>.
- **T3 Teacher Leader Roles and Responsibilities:** This resource from Teach Plus provides a high-level overview of the attributes and activities of teacher leaders. For more information, visit http://www.teachplus.org/sites/default/files/downloads/Documents/t3_tl_roles_and_responsibilities_-_external_use_1.pdf.
- **Teacher Leadership Skills Framework:** This framework illustrates the skills, competencies, and dispositions of teacher leaders, as well as sample roles. More information is available at <http://cstp-wa.org/cstp2013/wp-content/uploads/2014/06/Teacher-Leadership-Framework.pdf>.
- **Great to Influential—Teacher Leaders' Roles in Supporting Instruction:** This resource outlines the ways in which teacher leaders influence other teachers' effectiveness. The resource and other reports in this study series are available at <https://gtlcenter.org/goodtogreat>.

Resource 3. Teacher Leadership Approaches and Strategies

There are three categories of approaches that states and districts can take to promote or support teacher leadership: creating enabling conditions, providing implementation guidance and resources, and providing funding or incentives (see Figure 3). Within each of these categories are nine different types of strategies that states and districts can take to foster teacher leadership; likewise, there are multiple approaches to designing and implementing each strategy depending on the state or district context. This resource provides information, considerations, and state examples for each approach.

Figure 3. State Approaches to Teacher Leadership

Create Enabling Conditions	Provide Guidance and Resources	Provide Funding or Incentives
States and districts establish policies or systems that recognize teacher leadership roles and opportunities, or remove policy barriers that may inhibit teacher leadership roles, opportunities or interest.	States and districts provide guidance and resources on teacher leadership models, approaches, and best practices to support effective implementation at the school level.	States and districts provide funding or incentives to drive local implementation of teacher leadership models.
1. Remove regulatory barriers 2. Adopt teacher leader standards, licensure, or evaluation systems 3. Revise principal standards and/or evaluation systems to address differentiated leadership responsibilities	4. Provide usable data to districts 5. Disseminate information on best practices, tools, and teacher leadership models 6. Provide professional development to teacher leaders and school leaders 7. Foster or support collaborations, networks, and convenings	8. Establish or revise a differentiated compensation policy 9. Use federal and state funds to incentivize and support teacher leadership roles

1. Remove Regulatory Barriers

States and districts can create conditions for teacher leadership to flourish by removing regulatory barriers, policies, or other rules that prevent the best teachers from seeking leadership roles. States and districts may consider gathering feedback via focus groups or forums of teachers and administrators to better understand how current policies may be helping or hindering their teacher leadership efforts.

Policies that potentially could be examined for barriers (and possible solutions) include budget policies, human resources policies, and student credit policies.

Budget Policies

- **Pay scale and staffing restrictions:** Policies that set school staffing criteria or pay scales tied to specific job titles may restrict or limit teacher leader salaries or job titles, which can make it challenging to implement formal teacher leader roles. States or districts may need to modify these policies to be more flexible, enabling teacher leader roles to evolve more quickly over time, or may modify these policies to include formal teacher roles.
- **Budget structure restrictions:** Policies that prohibit districts or schools from combining separate budget lines can limit leaders' abilities to allocate funding for formal teacher leader roles through existing budget allocations. States or districts may need to modify these policies to allow exceptions for supporting stipends for teacher leadership roles.
- **Professional learning funding restrictions:** Policies that limit the use of state funding to specific types of professional learning may discourage or prevent districts from using teacher leaders to tailor professional learning opportunities. States or districts may modify policies to allow state funds to be used for professional learning that is tailored to local needs (as identified through teacher leaders or through other needs assessments). States and districts may also consider making professional learning job embedded, which can allow state-directed professional learning funds (e.g., Title II funds) to be used for stipends for teacher leader roles such as coaches or team leads.

Human Resources Policies

- **Teacher-of-record and attribution policies:** If evaluation systems can link student data assigned only to teachers of record, it may be difficult to create teacher leader roles that include shared accountability for student results (in which the teacher leader is accountable for the results of a team of teachers and their students). States and districts may need to modify evaluation systems to allow more flexible attribution processes within the evaluation system.

Student Credit Policies

- **Class size maximums and seat time minimums:** Policies that set class size and seat time minimums can prevent schools from establishing lead teacher roles and other instructional models that use teams of teacher leaders and teachers. By making these policies more flexible, states and districts can make many promising instructional models possible.
- **Teacher of record and credit policies:** Policies that link student achievement to only one teacher can make it difficult to create roles in which the teacher leader is accountable for the results of a team of teachers and their students.

Examples

- **Texas** allows “Districts of Innovation,” in which a local school district has greater control over teacher contracts, salary schedules, and teacher evaluation systems, among other things. An innovation district can be established by a two-thirds vote of the local school board, following a majority vote of the district-level, site-based management committee, provided the district has an “acceptable” accountability rating.

- In *Massachusetts*, “level 5” schools (schools in need of the most support and under direct oversight by the state) are able to adjust their salary structures to connect pay with performance.

2. Adopt Teacher Leader Standards, Teacher Leader Licensure, or Teacher Leader Evaluation Systems

Standards. Teacher leader standards can provide clarity on the expected knowledge, skills, and capacities needed to be effective as a teacher leader, informing role design, job descriptions, hiring criteria, and evaluation criteria. States and districts can create or adopt standards based on the actual teacher leader roles available and the skills they require.

For more information on existing standards and frameworks, see [Resource 2: Teacher Leader Role Profiles](#).

Licensure. States may consider creating a generic or specialized teacher leader licensure informed by teacher leader standards, which may be used as part of hiring criteria or differentiated pay for teacher leader roles. It is important to note that while many colleges and universities offer teacher leadership endorsements, candidates with these endorsements may or may not have developed the key knowledge and skills necessary for a specific teacher leadership role. States and districts may recommend using licensure and endorsement as a source of evidence rather than as a set of criteria when hiring for teacher leadership roles, enabling candidates to demonstrate key knowledge and skills in a variety of ways.

For more information on teacher leader licensure, see [Resource 5: Approaches to Teacher Leader Licensure and Endorsement](#).

Teacher evaluation. Most formal teacher leadership roles include both instructional and leadership responsibilities. Therefore, teacher leaders in these roles often spend a significant amount of time engaged in activities that are not typically captured in state teaching standards or teacher evaluation rubrics (e.g., coaching, school-level decision making). Evaluating teacher leaders through a standard teacher evaluation system may be appropriate for roles in which teachers maintain typical teaching responsibilities alongside additional leadership responsibilities; however, some potential candidates may be less likely to take on roles with more significant leadership responsibilities if their pay, tenure, or other key human resources decisions are linked to an evaluation that does not closely align with their regular responsibilities. Evaluators may also face more scheduling or logistical challenges observing the practice of teacher leaders who spend limited time providing direct instruction to students.

States and districts can use teacher leader standards as the basis for a teacher leader evaluation system, which may necessitate new types of evidence collection or data sources in the evaluation process. Depending on the type of teacher leader role, some districts may choose to use existing evaluation systems (either teacher or school leader). Alternatively, states or districts can create teacher leader evaluation systems that reflect the specific roles, responsibilities, and standards of practice for teacher leaders.

State Examples

- **Kentucky** developed a [teacher leadership framework](#) that defines the mission of teacher leadership as “elevating teachers as experts and leaders in and beyond the classroom.” The framework defines teacher leadership on six dimensions: in the classroom, modeling/coaching, leading groups or teams, increasing teacher voice and influence, professionalizing teaching, and connecting to the larger community and world. Kentucky created a video to explain the teacher leadership framework to stakeholders.
- **Tennessee** developed a set of [competencies](#) for teacher leadership through its 2016 Teacher Leadership microcredential pilot, designed to inform and support professional learning of teachers statewide.
- **Georgia** has a state [teacher leader license endorsement](#) that requires teacher leaders to receive intensive coaching, have an individualized growth plan, provide work samples that indicate they have met program standards, and have 3 years of experience and a master’s degree, at minimum. The state also provides a set of seven standards around which educator preparation programs must design their endorsement. Topics include design and implementation of professional learning, working with stakeholders to develop school culture, developing a comprehensive understanding of curriculum and assessment, modeling best practices and mentoring others, engaging in data-driven decision making, conducting and applying research, and collaborating with stakeholders to improve student learning.
- The **Tennessee** State Board of Education adopted the [Teacher Leader Model Standards](#), which were used as a foundation for developing model teacher leadership approaches. Tennessee districts have flexibility in whether they use the classroom evaluation model or instructional coach evaluation model for teacher leaders in hybrid roles.
- **North Carolina** is developing a specialized evaluation for Multi-Classroom Teachers based on the expansion of these roles statewide.

3. Revise Principal Standards and/or Evaluation Systems to Address Differentiated Leadership Responsibilities

Some standards and evaluation frameworks for school leaders include differentiated leadership within school culture indicators, but they do not explicitly refer to support for or interaction with teacher leaders. States and districts can ensure that school leaders are prepared to support differentiated leadership structures and teacher leaders themselves by ensuring that school leader evaluation systems (and standards) reflect these skills and responsibilities. These can also drive shifts in principal preparation and training.

State Examples

- **Tennessee** embedded a teacher leadership indicator in the revised [Tennessee Instructional Leadership and Principal Standards](#), which encourages school leaders to focus on differentiated leadership skills and fostering the conditions for their teacher leaders to be successful.

- *Colorado* includes an indicator specifically addressing differentiated leadership practices in the state model [principal evaluation system](#).
- *New Jersey* includes supporting teacher leadership opportunities as a critical attribute in its [principal evaluation rubric](#).

4. Provide Data to Inform Teacher Leadership Systems

To create the conditions necessary for teacher leadership to thrive, states can ensure that districts have the information they need to select, develop, and gauge the impact of their teacher leaders. States can draw from their comprehensive data warehouses to provide districts with regularly updated reports on evaluation, teacher and principal retention, student achievement and equity gaps, and talent pipelines. States can also provide guidance for districts on how to use these data. For example, they can provide guiding questions and templates for district analysis. States and districts may need to modify data systems to capture the impact of teacher leader activities on teacher practice and student learning.

State Examples

- The *New York City* Department of Education developed a [Smart Retention Report](#) as a resource to help schools understand their staffing patterns and inform their decisions and conversations related to talent and staffing.
- *New York* created a presentation for its state department of education to tell the story, grounded in data, of the problems teacher leadership could address.
- Districts in *Tennessee* developed presentations for their school boards on why teacher leadership matters and included research-based talking points about the effectiveness of teacher leadership. Tennessee also focuses talking points on how teacher leadership fits the needs of their stakeholders rather than the needs of the state.

5. Disseminate Information on Best Practices, Tools, and Teacher Leadership Models

States and districts may create and distribute toolkits, best practices, models, or tools on how to best design and implement teacher leadership models at the school or district level. States and districts may also gather and share emerging best practices and lessons learned from current teacher leadership initiatives. States and districts can ensure that shared resources on teacher leadership can meaningfully inform implementation by aligning resources to local needs, ensuring that resources are well organized or easily searchable, and adaptable to local needs. While many states, districts, and organizations have shared information on teacher leadership in general, states and districts can entice local leaders to engage in teacher leadership by focusing on specific teacher leadership models and roles and by clearly articulating the potential impact of these models and roles.

States and districts may consider sharing the following resources from this toolkit to inform local leaders involved in designing teacher leadership initiatives:

- [Resource 1: Teacher Leadership Approaches: Example Theories of Action](#)
- [Resource 2: Teacher Leader Role Profiles](#)

- [Resource 4: Teacher Leadership Models: Examples and Opportunities for Innovation](#)
- [Resource 6: Approaches to Professional Learning for Teacher Leaders](#)
- [Resource 7: Approaches to Promoting Equity Through Teacher Leadership](#)
- [Resource 9: Ensuring Sustainability: Collecting Data on Teacher Leadership Implementation and Impact](#)

In addition, states and districts may consider developing the following resources and sharing them with local leaders:

- Cost structure models for specific teacher leadership roles
- Hiring protocols and guidance for school leaders
- Talking points for performance evaluation conversations
- Sample or other communication tools
- Teacher leader evaluation models or guidance
- Teacher leader professional development plan models or guidance
- Library of sample teacher leader job descriptions
- Meeting protocols

State Examples

- **Iowa** developed and shared a number of tools to support its [Teacher Leadership and Compensation](#) districts via a virtual platform. This platform brings together teacher leaders and school leaders across the state to access resources and learning opportunities and to collaborate on implementation. Resources on the site include self-assessments, articles, modules, community forums, and an events calendar of professional development opportunities. Site resources are organized by focus area (adult learning, collaborative culture, communication, content pedagogy and assessment, systems thinking, and data and organizational leadership).
- **New York** created a comprehensive webpage to house key information, deadlines, and resources for its [Strengthening Teacher and Leader Effectiveness](#) districts. The website includes a comprehensive array of tools, including overview slide decks describing the state's teacher leadership approach, goals and theory of action, reflections and advice from successful district models, sample job descriptions, and sample school readiness criteria.
- **Massachusetts** shares lessons learned from districts through the state's teacher leadership [professional learning network](#) and offers several case studies of districts' teacher leadership efforts on the state website.
- **Tennessee** has a [teacher leader guidebook](#) that profiles small, medium, and large districts across the state that are implementing teacher leadership models. The guidebook shares information and lessons learned through implementation in each district.

6. Provide Professional Development to Teacher Leaders and School Leaders

States and districts can provide teacher leaders with professional development on specific competencies or skills, such as providing performance feedback or facilitating collaborative teams, or on specific content areas aligned with teacher leadership roles (e.g., science and technology mentor teachers). States and districts can also offer school leaders professional development on differentiated leadership structures and supports. These professional development efforts may be designed as a “train the trainer” model, enabling teacher leaders to share professional learning with a broader group of educators than state or district staff otherwise might be able to reach directly, and with principals, who can then adapt what they learn to train additional teachers and/or create teacher leadership models. States or groups of smaller districts may also form networks of teacher leaders to share professional learning costs and build their capacity to support teacher learning.

State Examples

- In *Iowa*, the state Department of Education created a [Teacher Leadership and Compensation \(TLC\)](#) support team. The purpose of this team is to identify, coordinate, and provide learning and professional development opportunities statewide, as well as ensure consistent messaging about the TLC initiative throughout the state.
- *New Jersey* developed an [Achievement Coaches program](#) in which coaches could earn a stipend to create sessions and provide turnkey training to their peers on topics such as standards-aligned assessments and evidence-based conversations.
- Between 2012 and 2015, the *Tennessee* State Department of Education trained 1,370 local educators to serve as Learning Leaders to facilitate summer trainings on Tennessee’s new academic content standards in math and English language arts to approximately 62,000 teachers statewide. This peer training model developed the capacity of Learning Leaders and their peer educators, and fulfills the state’s goal of aligning instruction statewide to the new academic content standards. The initiative was initially funded through a Race to the Top grant and later was supported by state and Title IIA funds in 2015.
- *Massachusetts* created a district [Professional Learning Network](#), which forged strategic partnerships between a small group of districts and state staff to learn from each other. The network helps drive districts toward distributed leadership and focuses on educators receiving high-quality feedback, promoting teacher leadership opportunities, reducing evaluator workload, and advancing a culture of collaboration. The network meets monthly to share district progress on related initiatives, problem solve, and discuss ideas.

7. Foster or Support Collaborations, Networks, and Convenings

There is great value in states, districts, and schools coming together to learn from one another. States and districts may convene to share successes, lessons learned, and strategies for overcoming challenges related to teacher leadership implementation. States and districts may consider assembling vertical teams of teachers, teacher leaders, and school leaders rather than homogenous groups. Furthermore, states and districts can foster communication and collaboration across institutions of higher education, professional organizations, and regional professional learning centers with state and district staff.

State Examples

- **Tennessee** created the Tennessee [Teacher Leader Network](#), which represents the geographic, socioeconomic, and demographic diversity of the state, and each member sends a diverse district team to monthly network meetings. Through state grants, networked districts develop adaptable, innovative teacher leadership models aligned to their specific strategic plans and reflecting the professional development needs of their educators. Tennessee has published three annual teacher leader guidebooks including a district overview, rationale for teacher leadership, roles and responsibilities, key strategies, suggested best practices, implementation timeline, communication strategies, and cost.
- **Kentucky** has a variety of initiatives that include teacher leadership opportunities, such as the [Activating Teacher Leadership Institutes](#), [Instructional Transformation](#) coaching and support, Empowering Effective Educators project, and the [Next Generation Leadership Networks](#). Kentucky has worked to leverage learnings and best practices from these activities, along with tools and additional information, via the state website. Kentucky also provides state-level professional learning opportunity for teacher leaders involved in these initiatives.
- The **Illinois** P20 Council’s [Teacher and Leader Effectiveness Committee](#) engages more than 160 leaders and reports to the Secretary of Education. The P20 Council surveys teachers, principals, superintendents, and school board members on teacher leadership; shares research and practices through monthly meetings and webinars; and arranges national speakers. In addition, the Illinois Teacher Leadership Network (ITLN) is composed of networked leaders from 21 organizations. The ITLN has accomplished the following:
 - Developed an Illinois teacher leadership framework;
 - Gathered information on teacher leadership programs in Illinois schools and districts;
 - Expanded the Illinois State Teacher of the Year and ITLN website(s) to include teacher leadership resources; and
 - Hosted a Powered by Teach to Lead summit.
- **Massachusetts** launched the [Teacher Advisory Cabinet](#) (TAC) in 2014 to bring together teachers from across the state to provide crucial feedback on and input into state policies and resources. Members are selected through a competitive application process; in 2015–16, 36 teachers participated. Massachusetts also hosts an annual Spring Convening that brings together educators to share best practices on teacher leadership.
- **Louisiana** hosts a [teacher leader collaboration summit](#) each year, during which teachers and teacher leaders share materials, create networks and connections, and engage in professional learning. This summit is part of a broader teacher leadership initiative in the state, including content expert teacher leader roles (for more information, see [Resource 2: Teacher Leader Role Profiles](#)).
- **New Mexico** hosts a [yearly summit](#) during which teacher leaders provide professional learning sessions to other educators in collaboration with other experts. These summits give teacher leaders an opportunity to develop presentation and facilitation skills and enable other teachers to learn from their expertise.

8. Establish or Revise a Differentiated Compensation Policy

To integrate teacher leadership into their structures and systems, states must make significant efforts to create and pass policies that advance the work and professional careers of teacher leaders. Developing career ladder, compensation, and evaluation policies that enable and support teacher leadership can be one of the most challenging, but also influential, efforts that states undertake to advance teacher leadership.

States and districts may consider using the following resources to inform compensation budget planning for teacher leaders:

- [Budget Hold'Em](https://www.erstrategies.org/hldm/game_templates/budget-hold-em-for-districts/games/new) from Education Resource Strategies: This resource enables school and district leaders to explore conversations about budget tradeoffs, transformational instruction, and student impact. For more information, visit https://www.erstrategies.org/hldm/game_templates/budget-hold-em-for-districts/games/new.
- [Financial Transparency and Reporting Readiness Assessment Tool](https://statesupportnetwork.ed.gov/resources/financial-transparency-tool) from the State Support Network: This tool can help states and districts identify and analyze school level expenditure data. For more information, visit <https://statesupportnetwork.ed.gov/resources/financial-transparency-tool>.
- [How to Pay Teachers Dramatically More, Within Budget](http://opportunityculture.org/how-to-pay-teachers-dramatically-more-within-budget-2/) from Public Impact: This resource outlines financial analyses of schools implementing the Opportunity Culture model and how they utilize existing budgets to fund teacher leader roles. For more information, visit <http://opportunityculture.org/how-to-pay-teachers-dramatically-more-within-budget-2/>.
- [Six Ways to Pay All Teachers More Within Budget](http://opportunityculture.org/wp-content/uploads/2013/10/Six_Ways_to_Pay_All_Teachers_More_Within_Budget-Public_Impact.pdf) from Public Impact: This brief offers lessons learned through the Opportunity Culture initiative on how to design sustainable school funding. For more information, visit http://opportunityculture.org/wp-content/uploads/2013/10/Six_Ways_to_Pay_All_Teachers_More_Within_Budget-Public_Impact.pdf.

State Examples

- *Tennessee* developed a state policy that required districts to reform their salary structures with a [differentiated pay policy](#). Statewide, more than 80% of districts have selected a teacher leader role (additional pay for additional responsibilities) plan. These plans align educator roles, positions, and salaries to reflect the importance of shared leadership at the district and school levels, and they promise to increase recruitment and retention of effective educators. Positions are funded through a combination of state and local funds.

9. Use Funds to Incentivize and Support Teacher Leadership Roles

Providing grant funding is a clear and direct strategy for states and districts to support and foster teacher leadership at the local level. These grants are often designed to support initial implementation of teacher leadership systems, requiring local schools to identify new formal roles or activities for teacher leaders over time. Grants can be used in tandem with a teacher leadership approach that the state or district desires to spread and replicate, or they may be used to test new and innovative

approaches. States and districts may also consider how strict the application criteria may need to be based on the funding available and the number of potential applicants.

When setting grant requirements, states and districts may ask applicants to do the following:

- Define roles and responsibilities for teachers, teacher leaders, and administrators;
- Describe how the program or initiative design will leverage and build on existing resources (including human capital) and successes;
- Describe how the program or initiative design reflects best practices from successful teacher leadership models;
- Describe fiscal sustainability plans; and
- Outline evaluation metrics and include agreements for data collection and sharing.

States can use grant funding to support the growth of teacher leadership in different settings (e.g., creating cohorts of grantees based on district size) or to gradually scale teacher leadership models that show initial success.

State Examples

- **Tennessee** developed a state policy that required districts to reform their salary structures with a [differentiated pay policy](#). Statewide, more than 80% of districts have selected a teacher leader role (additional pay for additional responsibilities) plan. These plans align educator roles, positions, and salaries to reflect the importance of shared leadership at the district and school levels, and they promise to increase recruitment and retention of effective educators. Positions are funded through a combination of state and local funds. Tennessee began this work gradually by adding requirements for principals to differentiate or distribute leadership, positioning principals as the lever to create teacher leader roles, before requiring differentiated pay.
- **Kentucky** designed a competitive [grant program](#) for schools interested in demonstrating current or planned strategies to utilize effective teachers in teacher leadership roles. The Empowering Effective Educators Grant provides schools with funds to design and implement a teacher leadership structure that builds staff and recognizes teacher leaders' impact on schools' continuous improvement.
- **Nevada's** [Great Teaching and Leading fund](#) provides funding for teacher leader professional development, including approaches to leveraging teacher leadership (e.g., peer assistance and review).
- **Iowa's** [Teacher Leadership and Compensation](#) (TLC) System provides grant funding to districts to implement teacher leadership systems. The TLC System requires multiple, differentiated, meaningful teacher leadership roles; a rigorous selection process and aligned professional development for new teacher roles; and a new minimum teacher salary. Iowa created a support team to provide guidance on the professional development offerings across the state to ensure that targeted, high-quality professional development is available to all local education agencies and principals. Additionally, Iowa developed the Agora platform to provide resources and learning opportunities to teacher leaders and administrators to support implementation. Iowa uses multiple approaches to gather implementation and impact information from grantee districts, including district end-of-year reports, implementation visits to schools and districts, surveys, and external evaluation.

Resource 4. Teacher Leadership Models: Examples and Opportunities for Innovation

The most common teacher leadership models across the country typically have been those focused on direct instructional improvement (e.g., coaches and mentors) or those focused on gathering input for new policies or initiatives (e.g., teacher advisory boards). Some schools and districts have been exploring new and innovative ways to engage teacher leaders and leverage their talents to promote school improvement beyond direct instructional improvement. This resource provides an overview of three innovative approaches that schools, districts, and states can take to utilize teacher leaders: teacher-led schools, learning facilitators, and virtual instruction.

Teacher-Led Schools

A teacher-led school is one in which teachers are collectively responsible for traditional leadership and administrative responsibilities. Many teacher-led schools do not have administrators but instead share leadership and administrative responsibilities across a team of teacher leaders. The teacher-led school model may include a few teacher leader positions as part of a leadership team, or it may have diverse and varied teacher leadership roles as part of a differentiated leadership structure. By using a collaborative leadership approach, teacher-led schools can ensure that teacher insights, experiences, and knowledge are infused in decision making. Likewise, teacher-led schools can promote better ownership and buy-in for new initiatives, policies, and practices.

In teacher-led schools, specific teacher leaders may be responsible for making certain types of decisions or making recommendations regarding decisions for specific topic areas. For example, one teacher leader may be responsible for personnel decisions, including evaluation and teaching assignments, while another may be responsible for budget and compensation decisions. By differentiating leadership responsibilities, teacher leaders ensure that their administrative workload (in addition to their teaching responsibilities) is sustainable and balanced over time.

Schools interested in using a teacher-led model may establish agreements with the local school district and associations to employ these new staffing structures. States and districts may consider providing applications (with or without associated grant funding) to schools interested in adopting the teacher-led model, thus showing support and providing a clear process for the transition to a new leadership structure.

For more information, states and districts may explore the following resources:

- [Teachers Lead the Way in Denver](http://www.kappanonline.org/nazareno-teachers-lead-way-denver/): This resource provides an overview of how the teacher-led Mathematics and Science Leadership Academy (part of Denver Public Schools) was developed and implemented, including key conditions for success and decision-making criteria. For more information, visit <http://www.kappanonline.org/nazareno-teachers-lead-way-denver/>.

- [Teacher-Powered Schools Teacher Ambassadors](https://www.teacherpowered.org/about/ambassadors): This resource lists the current teacher ambassadors for the teacher-powered schools initiative, including information about the teacher-led schools in which they work. For more information, visit <https://www.teacherpowered.org/about/ambassadors>.
- [Teacher-Powered Schools School Inventory](https://www.teacherpowered.org/inventory): This resource provides a list of teacher-led schools (as well as many schools implementing differentiated leadership models) that are part of the teacher-powered schools initiative across the country. For more information, visit <https://www.teacherpowered.org/inventory>.
- [Teacher-Powered Schools: Top Resources by Type](https://www.teacherpowered.org/resources/top): This resource provides links to example contracts, decision-making tools, processes, memorandums of understanding, and other documents from teacher-led schools across the country. For more information, visit <https://www.teacherpowered.org/resources/top>.

Learning Facilitators

Many schools and districts are exploring approaches to personalizing learning, allowing more targeted and customized instruction in combination with more student-led learning activities. Some personalized learning approaches, such as those leveraging blended learning, rely on teacher leaders to act as learning facilitators, reducing or reframing direct instructional responsibilities to allow more time spent on planning and student support. This role is one approach to the lead teacher role outlined in [Resource 2: Teacher Leader Role Profiles](#).

Teacher leaders in a learning facilitator role often manage a small team of teachers (typically two or three) serving a large group of students (generally 50 to 80 students). This class may also have students from multiple grades or learning cohorts. Students spend most of their learning time on individual learning activities, which may or may not include blended learning approaches. This structure enables the teacher leader to spend more time on planning and learning interventions, as well as more time on support and coaching for other teachers on the team. The teacher leader is responsible for working with other teachers on the team to manage curricula, learning resources, student assignments and activities, assessment, and interventions. Teachers and teacher leaders spend more time observing students, providing individualized instruction, analyzing student data, and curating instructional resources than providing whole-group instruction. For more information on this approach, see *Beyond Classroom Walls: Developing Innovative Work Roles for Teachers* at <http://publicimpact.com/beyond-classroom-walls-developing-innovative-work-roles-for-teachers/> and *Innovative Staffing to Personalize Learning* at https://www.christenseninstitute.org/wp-content/uploads/2018/05/innovative-staffing_2018_final.pdf.

Virtual Instruction

Many schools, especially smaller schools in rural areas, often struggle to find highly effective staff for specific content areas (e.g., advanced science, technology, special education). Some schools are exploring virtual instruction opportunities in which in-person teachers or support staff work with a virtual teacher leader who is highly effective in their content area. This approach enables smaller schools to offer advanced coursework or additional learning pathways that they may not have been able to offer previously. Typically, the teacher leader serves as the

teacher of record because they have the credentials to offer credit for the course, while the support staff or in-person teacher ensures that there is adequate in-person supervision (including meeting teacher-to-student ratio requirements). The teacher leader typically leads direct instruction via a virtual platform, sets and grades assignments, and designs interventions based on student data. The teacher leader is also responsible for working with the in-person teachers and support staff to ensure they are prepared to support students in person, including facilitating student questions and coordinating assessment administration.

For more information, see:

- **Real Challenges, Virtual Solutions in Alaska Classrooms** at <http://www.nea.org/archive/30580.htm>
- **The Rise of the Virtual Teacher** at <https://www.districtadministration.com/article/rise-virtual-teacher>
- **Going Virtual: Unique Needs and Challenges of K–12 Online Teachers** at <https://edtech.boisestate.edu/goingvirtual/goingvirtual2.pdf>

Resource 5. Approaches to Teacher Leader Licensure and Endorsement

One clear lever that states have for influencing teacher leadership is licensure: States set license types and requirements for all educators, including the education, professional learning, and other activities that educators must have for each license type. For districts, teacher leader licenses can provide a clear guide for differentiated compensation structures and may help inform teacher leader hiring. Licensure policies vary widely across states, including whether or not they include a specific license type for teacher leaders. To date, most teacher leader roles have not been linked to a specific license type (beyond a traditional teaching license). Many states have recently explored how they might use teacher leader licensure and endorsements to support and incentivize local teacher leadership roles. Likewise, states have begun to explore how they might use teacher leader licenses to set clear, consistent expectations about the basic knowledge, skills, and competencies necessary to be successful in these roles. For districts, aligning teacher leader roles with licensure may help to simplify compensation decisions (if the license is tied to a specific pay scale).

Terminology

License: overall teaching certification

Endorsement: additional certification for teaching in specific content areas or settings (e.g., elementary education, secondary science, special education)

Microcredential: badge or certificate demonstrating specific knowledge or skills, which can be used for licensure, endorsements, or compensation

This resource describes the current requirements for teacher leader licenses, along with relevant state examples. In addition, this resource presents overarching considerations for states about designing teacher leader licenses that can foster and support local teacher leadership roles. For more information about teacher leader licenses available, see the Education Commission of the States scan at <https://www.ecs.org/50-state-comparison-teacher-leadership-and-licensure-advancement/>.

Teacher Leader License Types

Teacher leader licenses may be general or specific. States, districts, and stakeholders involved in designing teacher leader licenses should first clarify what types of teacher leader roles are to be linked to licensure and how licensure can be useful.

General licenses can afford flexibility, but they may be underutilized if clarity is lacking on how they might help teacher leaders grow or advance. [Arkansas](#) has a four-tiered teacher license structure that includes two license levels for teacher leaders. The **lead professional educator license** does not require actual experience in teacher leader roles and is designed to be an entry-level license for new teacher leaders. The **master professional educator license** does require actual experience in teacher leader roles and demonstrated effectiveness; this license may expand opportunities for experienced teacher leaders that still enable them to directly serve students and schools.

Specific licenses may be a part of efforts to scale specific teacher leader models while also affording flexibility by outlining general categories instead of specific roles. For example, a state could include teacher leader licensure categories such as lead teachers, coaches, and content experts. Specific licenses can also help define differentiated hiring criteria for teacher leader roles.

Teacher Leader License Requirements

There are three major types of current state requirements for teacher leadership licensure:

- Teaching experience
- Graduate coursework or degree
- Teacher leader competency assessment

Teaching Experience

For teacher leadership roles that include support for novice teachers (such as instructional coaches or mentors), it is important that the teacher leaders are experienced and effective educators. While it may not be necessary that other teacher leadership roles are filled by educators with many years of experience, experienced teachers may bring more informed and varied perspectives to roles such as those of policy advisors, professional development leads, or content leads than effective teachers with more limited experience. Some states may consider creating a teacher leader license as part of a tiered licensure system partially based on years of experience. For schools and districts, aligning teacher leader roles to a teacher leader license requiring multiple years of experience may help prevent younger teachers from advancing too quickly and creating high turnover rates among full-time classroom teachers.

- **New Jersey** offers a teacher leader endorsement that is available to teachers who are licensed in the state, have at least 3 years of teaching experience, and have completed a teacher leadership program of study. More information is available at ftp://www.njleg.state.nj.us/20142015/S0500/165_I1.HTM.
- **Ohio** offers a senior professional educator license to teachers who are licensed in the state and who have 9 years of teaching experience under a standard renewable license. Applicants also must hold a master's degree, demonstrate effective practice through *accomplished* or *distinguished* performance evaluation ratings, successfully complete the Master Teacher portfolio, and achieve designation as a Master Teacher. More information is available at <http://education.ohio.gov/Topics/Teaching/Licensure/Audiences/Senior-Professional-Educator-and-Lead-Professional>.
- **Oregon** offers a teacher leader license to teachers who are licensed in the state and who have at least 5 years of continuous teaching experience before applying for the license. In addition, applicants must have evaluation ratings of *effective* or *highly effective* from 2 of the last 5 years of experience and must submit a portfolio of current leadership practices. More information is available at https://www.oregon.gov/tspc/Pages/Licensing/Teacher_Leader_License.aspx.

Graduate Coursework

For teacher leader roles that focus on specific content or subject areas, earning graduate coursework in that specific subject may demonstrate deep content knowledge and understanding. For teacher leader roles that focus on more general instructional practices (such as mentors or team leads), earning graduate coursework in education leadership may demonstrate the key skills necessary for these positions. Many institutions of higher education have created specific teacher leadership graduate programs to support teachers' ongoing development; however, few states require completion of a teacher leadership program to earn a teacher leader license.

Some states also offer advanced coursework aligned with National Board Certification. National Board Certification is a voluntary, performance-based, and peer-reviewed process through which teachers can demonstrate their efficacy. Many states allow National Board Certification to count toward or contribute to a standard teaching license renewal.

- **Louisiana** enables teachers to earn a teacher leader endorsement by completing a state-approved teacher leadership program that is aligned with the Louisiana Educational Leadership Standards and includes at least six graduate credit hours. More information is available at https://www.teachlouisiana.net/pdf/LOUISIANA_DEPARTMENT_OF_EDUCATION_ADD-ON_CERTIFICATION-PROVIDERS.pdf and https://www.teachlouisiana.net/pdf/teacherleader_proposal.pdf.
- **New Jersey** offers a teacher leader endorsement to teachers who are licensed in the state and who have completed a teacher leadership program of study aligned to the Teacher Leader Model Standards that includes at least 12 graduate credit hours. Applicants also must have at least 3 years of teaching experience. More information is available at ftp://www.njleg.state.nj.us/20142015/S0500/165_I1.HTM
- **Ohio** offers a senior professional educator license to teachers who are licensed in the state and who hold a master's degree. Applicants also must have 9 years of teaching experience under a standard renewable license. In addition, applicants must hold a master's degree, demonstrate effective practice through *accomplished* or *distinguished* performance evaluation ratings, successfully complete the Master Teacher portfolio, and achieve designation as a Master Teacher. More information is available at <http://education.ohio.gov/Topics/Teaching/Licensure/Audiences/Senior-Professional-Educator-and-Lead-Professional>
- **Oregon** offers a teacher leader license to teachers who are licensed in the state and who have at least 5 years continuous teaching experience before applying for the license. In addition, applicants must have evaluation ratings of *effective* or *highly effective* from 2 of the last 5 years of experience and must submit a portfolio of current leadership practices. More information is available at https://www.oregon.gov/tspc/Pages/Licensing/Teacher_Leader_License.aspx.

Teacher Leader Competency Assessment

Specific competencies are associated with many teacher leader roles that extend beyond the competencies required for a typical classroom teacher position. Over the past several years, several skills frameworks (e.g., standards or assessments) have been developed to capture these

competencies. States can require assessments of specific competencies for teacher leader licensure, allowing states to refine the selection criteria for eligible candidates for specific kinds of teacher leader roles across the state.

- **Oregon** offers a teacher leader license to teachers who are licensed in the state and who submit a portfolio of current leadership practices demonstrating evidence of professional leadership practices for 12 of the 37 total elements in the state teacher leader evaluation rubric. The evidence must be from the 5 years of experience before the application. Applicants also must have at least 5 years of continuous teaching experience before applying for the license, and they must have evaluation ratings of *effective* or *highly effective* from 2 of the last 5 years of experience. More information is available at https://www.oregon.gov/tspc/Pages/Licensing/Teacher_Leader_License.aspx.

Considerations for Teacher Leader License Design

Teacher leader licenses can be used for many reasons. States may consider the following approaches to teacher leader licenses:

- **Create teacher leader licenses that are both specific and flexible.** States can set requirements for teacher leader licenses that align with the competencies for teacher leader roles to refine selection criteria. States can adopt teacher leader standards as part of the foundation for these competencies (for more information, see [Resource 2: Teacher Leader Role Profiles](#)). States can also use microcredentials or portfolios (including National Board Certification) as evidence of specific competencies. States may want to study the different teacher leadership models currently being used across the state to understand what roles the state may desire to include or further refine through licensure. Alternatively, the state may design teacher leader licensure to reflect roles that the state desires to spread or foster.
- **Use teacher leader licensure to encourage development of a career ladder.** States may integrate one or more teacher leader licenses into a tiered licensure model that helps moderate teacher career pathways. While states can signal support for local teacher leadership by establishing a generic teacher leader license, it is important for states to articulate associated roles that could be created for actual advancement. If there are too few or too limited teacher leadership roles available, teachers may not have incentives to seek teacher leader licenses. States may want to gather input from teachers and district leaders on how they might use teacher leader licensure and what value it might have before they make design decisions.
- **Align teacher leadership with advanced degree attainment or programs of study.** States may require teachers to complete a state-approved advanced degree or program of study, which can allow the state to set detailed requirements for teacher leader licensure. This may be helpful for states in which many teacher leader roles are state funded (either directly or through grants to districts), because the state can require teacher leader licenses for these roles.

Resource 6. Approaches to Professional Learning for Teacher Leaders

It is important for teacher leaders to have professional learning⁴ that is specific to their needs and role, because teacher leaders have different professional learning needs than traditional teachers. One of the most commonly cited differences is the need for teacher leaders to develop knowledge and skills related to effective adult learning approaches. Some roles require teacher leaders to demonstrate advanced instructional, pedagogical, and technical skills (e.g., student data analysis), while others require advanced content knowledge in a subject area (e.g., history). Teacher leaders want to become experts. Table 2 shows examples of professional learning topics for teacher leaders.

Table 2. Examples of Professional Learning Topics for Teachers and Teacher Leaders

Professional Learning for Teachers	Professional Learning for Teacher Leaders
• General instructional practices <i>e.g., questioning, scaffolding</i> • Data analysis <i>e.g., use of rubrics, assessment literacy</i> • Child development <i>e.g., cognitive milestones</i> • Lesson planning <i>e.g., objectives, demonstration of learning</i> • Equitable and culturally competent practices <i>e.g., high expectations</i>	• Advanced content knowledge <i>e.g., advanced degree in subject area</i> • Advanced data analysis <i>e.g., formative assessment design, data triangulation</i> • Advanced support for students <i>e.g., evidence-based interventions</i> • Adult learning <i>e.g., engagement</i> • Critical conversations <i>e.g., constructive feedback</i> • Team building and facilitation <i>e.g., shared ownership, building trust</i> • Project management <i>e.g., backwards planning, communications</i>

Many teacher leaders engage in professional learning not only to be effective but also to become experts in their field. Teacher leaders can benefit from having frameworks and curriculum for the new skills required for their roles, such as adult learning.

⁴ Professional learning as described in this resource is focused, active, collaborative, and differentiated to meet the needs of individual educators.

Types of Professional Learning for Teacher Leaders

There are three different types of professional learning:

- ***Job-embedded professional learning*** is integrated into regular weekly or monthly activities, such as grade-level team meetings or feedback on walk-throughs. This type of professional learning may require initial training in facilitation or change management to be effective.
- ***Targeted professional learning*** is determined based on specific needs of teacher leaders and may be provided through small- or large-scale trainings.
- ***General, large-scale professional learning*** is based on common, overarching topics. This type of professional learning may include opportunities for teacher leaders to learn from one another about effective practices.

Table 3 provides example elements of the three types of professional learning.

Table 3. Examples of Professional Learning for Teachers and Teacher Leaders

Job-Embedded	Targeted	General, Large-Scale
• Real-time support • Professional learning collaboratives • Peer observation • Adaptive positive deviance approach • Inquiry teams	• Book study • Webinars • Individualized coaching • Graduate study • Role-specific training	• District- or statewide workshops • Regional or statewide convenings

Professional learning can be most effective when it includes a combination of different types of professional learning, affording multiple and varied opportunities for learning and school development over time. When possible, it can be helpful to have current or former teacher leaders deliver or spearhead professional learning for their peers, because they may be well positioned to anticipate potential challenges and share lessons learned through experience.

Other Considerations

Engage School Leaders in Professional Learning for Teacher Leaders. School leaders play an important role in teacher leader professional learning, providing opportunities and learning more about teacher leaders' development needs. School leaders can collaborate with teacher leaders in identifying artifacts for their evaluation from professional learning opportunities and engage in discussions about their professional growth goals. School leaders may also need support in learning ways to effectively support a differentiated leadership system.

Use Data to Inform Professional Learning for Teacher Leaders. Data should be used to help teacher leaders assess the outcomes of their work and personalize professional learning to help them improve those outcomes. For example, for a mentor teacher, the school principal could

collect feedback from teachers who were mentored, analyze evaluation data for mentored teachers, monitor metrics of student learning and behavior, and analyze teacher retention data. For student support specialists, the principal or direct supervisor would collect data on student behaviors, individualized education plans, and 504 plans. In both of these examples, the goal is to collect meaningful data to inform the focus of the teacher leader's professional learning.

Align Professional Learning with Key Policies for Teacher Leaders. States can help to promote consistency and quality of professional learning for teacher leaders by adopting teacher leader standards or skills frameworks, using these as the foundation for specialized evaluations and professional learning plans. Districts may consider designing teacher leader roles with flexible schedules to allow time for professional learning. Likewise, districts may offer teacher leaders access to experts, resources, or technology to facilitate self-led professional learning.

For more information, see:

- *The Marion Independent School District Teacher Leader Handbook*, including the Teacher Leader Evaluation Rubric, available at <http://www.marion-isd.org/wp-content/uploads/2016/08/Teacher-Leadership-Handbook.pdf>
- The Kentucky Teacher Leadership Framework, available at <https://education.ky.gov/teachers/Documents/Kentucky%20Teacher%20Leadership%20Framework.pdf>

Resource 7. Approaches to Promoting Equity Through Teacher Leadership

Under the Every Student Succeeds Act, all states must submit, create, and implement a State Plan to Ensure Equitable Access to Excellent Educators that outlines how states and districts will identify and close educator equity gaps. Many states have gone beyond equitable access to effective educators to prioritize equity more broadly, working to ensure that all students have equitable learning experiences and opportunities. Many districts, however, have limited capacity among central office staff to support equity-focused initiatives. In addition, there is persistent evidence that low-income students and students of color are consistently taught at higher rates by inexperienced, out-of-field, or less effective educators.

Some states have begun to explore how teacher leaders may support equity-focused initiatives to build local capacity for this work and encourage educator engagement with these efforts. States and districts may consider the following approaches to utilizing teacher leaders to support equity-focused initiatives:

- **Run equity labs.** As effective and experienced educators, many teacher leaders may have strong data analysis skills and experience analyzing a myriad of local data sources to better understand gaps in student performance. Likewise, many teacher leaders may have strong facilitation and presentation skills (especially those charged with leading professional learning or teacher teams). These teachers may be uniquely suited to managing local equity labs in which they can help groups of stakeholders analyze student data, identify equity concerns or gaps, discuss root causes, and consider strategies for improvement.
- **Analyze data.** For districts and schools, the work to promote equity is not complete after the conclusion of a local equity lab or the development of an equity plan. Teacher leaders can help to support ongoing efforts to promote equity by continuing to analyze data—including formative assessment and other student data—to monitor progress and refine strategies over time.
- **Provide professional learning around culturally competent practice.** Beyond equitable access to effective educators, equity often includes access to educators who not only can understand and respect differences in student cultures and backgrounds but also can communicate and teach in culturally competent ways. For many states and districts, the teacher workforce does not reflect the racial and socio-economic backgrounds of students and families in the community, which can lead to challenges regarding culturally competent practice. Teacher leaders can help to bridge this gap by providing professional learning and support to their colleagues on how to implement culturally competent practices for direct instruction, student support, and family engagement.⁵

⁵ Implicit bias and teacher expectations contribute to the opportunity gap for students of color, especially those of non-Black teachers. Diamond, J. B., Randolph, A., & Spillane, J. P. (2004). Teachers' expectations and sense of responsibility for student learning: The importance of race, class, and organizational habitus. *Anthropology &*

- **Recruit and retain diverse educators.** Research suggests that an ethnically and racially diverse workforce is important for raising the achievement of all students. In many schools, the teaching workforce is disproportionately White compared to the surrounding community. This may lead to a teacher equity gap in which White students are more likely than others to have access to teachers of their own racial or ethnic background. Districts may utilize strategies such as Grow Your Own programs (in which teacher leaders recruit diverse students to become future educators), team teaching approaches (in which teacher leaders work with teams of diverse paraprofessionals working to develop teaching skills and certification over time), or community outreach efforts (in which teacher leaders share information about teaching as a fulfilling and sustainable career choice with families in the community).
- **Support social-emotional learning practices for students and other teachers.** Empathy and social-emotional support are often at the heart of equity-focused initiatives. Addressing implicit bias, promoting instructional practices that integrate social-emotional support, and promoting meaningful student and family support structures can help to promote equity by focusing on positive supports and proactive strategies (rather than gaps or challenges). Teacher leaders can help other teachers improve social-emotional supports for students and promote more culturally competent approaches to student and family engagement.
- **Reach more students via team instruction.** The most direct approach to increasing equitable access to effective educators may be to expand the reach of effective teachers using teacher leadership models. Teacher leaders may reach more students than they would in a traditional classroom model by applying a multiclassroom teaching model (e.g., the Public Impact Opportunity Culture model), either within a single school or via virtual instruction.

Education Quarterly, 35(1), 75–98; Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209–224; de Boer, H., Bosker, R. J., & van der Werf, M. P. C. (2010). Sustainability of teacher expectation bias effects on long-term student performance. *Journal of Educational Psychology*, 102(1), 168–179.

Resource 8. Summary of the Research Literature on Teacher Leadership

Defining Teacher Leadership

Over time, there have been a wide variety of teacher leadership definitions. Wenner and Campbell (2017) synthesized the literature on teacher leadership and found five consistent themes in definitions of teacher leadership:

1. Extends beyond the classroom;
2. Supports professional learning in their schools;
3. Is involved in decision making;
4. Has a goal of improved student learning; and
5. Focuses on improvement for the whole school.

Teacher leadership can include a wide range of activities, from volunteer activities that do not require any change in title or job responsibilities (or even approval from school or district leaders), such as participation in a Teach to Lead summit and formal teacher leadership roles that are integrated into broader staffing structures in schools and districts. Apart from a few innovative staffing models (such as Opportunity Culture), nearly all teacher leadership roles (whether formal or informal) require action or responsibilities beyond the classroom and some direct instructional responsibilities for students (Kilinc, 2014; Wilson, 2016).

Research indicates that many teachers want teacher leader roles (Berry, 2013), yet many teacher leader positions have not been stable over time because of financial pressures at the district level (Margolis, 2008; Margolis & Huggins, 2012). There is also some evidence that vague or unclear definitions of teacher leader roles may lead to negative perceptions over time (Margolis & Huggins, 2012). To create clarity regarding future efforts, states, districts, and schools engaged in teacher leadership efforts must build a shared understanding of teacher leadership that is grounded in specific roles and opportunities.

Describing the Impact of Teacher Leadership

Research that describes the precise design and impact of teacher leadership is limited. Instead, most studies over the past several decades have been descriptive or relied on self-reported data. Many of the existing studies are qualitative and focused on small sample sizes (fewer than five schools).

To date, most research on teacher leadership has described the ways in which it may be leveraged for school and system improvement rather than its actual impact. These findings have included how teacher leadership can lead to the following improvements in teaching and learning:

- Increased commitments from teachers to their schools or districts, which in turn can lead to increased commitments to system goals (Hulpia, Devos, & Van Keer, 2010);
- Improved quality of professional learning through direct support and sharing of expertise (Yager, Akcay, Dogan, & Yager, 2013; Charner-Laird, Ippolito, & Dobbs, 2016);
- Increased collaboration and communication between school staff, which can lead to improved school climate and more targeted instruction, which in turn can lead to improved student outcomes (Wilson, 2016; Beachum & Dentith, 2004);
- Increased collaboration and shared decision making, which can lead to greater retention rates for new and experienced educators (Weiss, 1999);
- Increased openness around teaching, including sharing of materials and observation of practices, which can lead to an increased sense of collective responsibility for student performance (Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006); and
- Increased shared learning experiences, growth mind-set, and improved instructional efficacy (Citkowicz, Brown-Sims, Williams, & Gerdeman, 2017; Nistler, Gerdeman, & Williams, 2018).

There is also research describing how teacher leadership can lead to the following improvements for teacher leaders themselves:

- Provide opportunities for teachers to grow professionally through opportunities such as leading collaborative team inquiry or providing professional learning to other teachers, which can lead to improved instruction (DuFour, DuFour, & Eaker, 2008);
- Provide opportunities for exemplary teachers to advance in their careers without relinquishing direct instructional responsibilities, which can increase retention rates of exemplary educators over time (Charner-Laird et al., 2016; Donaldson, 2007); and
- Provide exemplary teachers with opportunities to try leadership roles without having to commit to a purely administrative role, which helps to build sustainable leadership pathways over time (Hohner & Riveros, 2017).

Many schools and districts have expressed interest in using teacher leadership to support differentiated leadership approaches that build the capacity of school leaders to be effective instructional leaders. Recent research on school leaders' use of time and responsibilities has shown that many school leaders face too many demands to adequately serve as an instructional leader for teachers. For example, recent studies have found that school leaders are typically able to focus on instructional leadership tasks for only 8% to 17% of their working hours (Hornig, Klasik, & Loeb, 2010; Grissom, Loeb, & Master, 2013). However, instructional leadership is an important factor in school outcomes, because effective instructional leadership has been linked to increased collaboration among teachers, improved instruction, and improved student outcomes (Goddard, Goddard, Kim, & Miller, 2015).

By sharing instructional leadership responsibilities with teacher leaders, school leaders can build their capacity to support effective instruction and student support systems. For example, there is evidence that while school leaders often influence general teaching practices, teacher leaders tend to influence more specific practices (e.g., reading comprehension supports) (Sun, Frank, Penuel, & Kim, 2013). Support from school leaders is also a critical success factor for fostering

and sustaining effective teacher leadership systems over time (Wynn, Wilson, & Patall, 2007; Jacques, Weber, Bosso, Olson, & Bassett, 2016).

Very few studies have described the impact of specific teacher leadership initiatives or systems. However, a few have associated positive impacts of such initiatives or systems with teacher leadership:

- Research has found that collaboration, shared decision making, and positive school climate are associated with retention rates (Podolsky, Kini, Bishop, & Darling-Hammond, 2016).
- One meta-analysis found a small effect of professional learning communities on student achievement (Catalina, Hofman, & Bosker, 2011).
- Multiple studies have found positive impacts on student learning, and one study has found a positive impact on teacher retention associated with the TAP™ (teacher advancement program) model developed by the National Institute for Excellence in Teaching (NIET) (NIET, 2017).
- A recent study found positive impacts on both reading and mathematics achievement for students taught by multiclassroom educators through Public Impact’s Opportunity Culture program (Backes & Hansen, 2018).

References

- Backes, B., & Hansen, M. (2018). *Reaching further and learning more? Evaluating Public Impact's Opportunity Culture Initiative*. CALDER Working Paper No. 181. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research. Retrieved from https://caldercenter.org/sites/default/files/WP%20181_0.pdf
- Beachum, F., & Dentith, A. M. (2004). Teacher leaders creating cultures of school renewal and transformation. *Educational Forum*, 68, 276–286.
- Berry, B. (2013). Teacherpreneurs: A bold brand of teacher leadership for 21st-century teaching and learning. *Science*, 340(6130), 309–310. Retrieved from <http://science.sciencemag.org/content/340/6130/309?sid=51d91bcf-9cc5-48e8-b493-a35c0362a29d>
- Catalina, L., Hofman, R. H., & Bosker, R. J. (2011). Professional communities and student achievement—a meta-analysis. *School Effectiveness and School Improvement*, 22(2), 121–148.
- Charner-Laird, M., Ippolito, J., & Dobbs, C. L. (2016). The roles of teacher leaders in guiding PLCs focused on disciplinary literacy. *Journal of School Leadership*, 26, 975–1001.
- Chiefs for Change. (2018a). *The network effect: Harnessing the power of teacher leadership networks to sustain progress in Tennessee* (p. 16). Retrieved from <http://chiefsforchange.org/policy-paper/5665/>
- Citkowicz, M., Brown-Sims, M., Williams, R., & Gerdeman, D. (2017). *Iowa's teacher leadership and compensation program: Findings from 2016–17*. Washington, DC: American Institutes for Research. Retrieved from <https://www.air.org/resource/iowa-s-teacher-leadership-and-compensation-program-findings-2016-17>
- de Boer, H., Bosker, R. J., & van der Werf, M. P. C. (2010). Sustainability of teacher expectation bias effects on long-term student performance. *Journal of Educational Psychology*, 102(1), 168–179.
- Diamond, J. B., Randolph, A., & Spillane, J. P. (2004). Teachers' expectations and sense of responsibility for student learning: The importance of race, class, and organizational habitus. *Anthropology & Education Quarterly*, 35(1), 75–98.
- Donaldson, M. L. (2007). To lead or not to lead: A quandary for newly tenured teachers. In R. H. Ackerman & S. V. Mackenzie (Eds.), *Uncovering Teacher Leadership: Essays and Voices From the Field* (pp. 259–272). Thousand Oaks, CA: Corwin Press.
- DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools*. Bloomington, IN: Solution Tree Press.

- Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209–224.
- Goddard, R., Goddard, Y., Kim, E. S., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education*, 121(4), 501–530. Retrieved from <https://eric.ed.gov/?id=EJ1102657>
- Grissom, J. A., Loeb, S., & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher*, 42(8), 433–444.
- Hohner, J., & Riveros, A. (2017). Transition from teacher leader to administrator in rural schools in southwestern Ontario. *International Journal of Teacher Leadership*, 8(1), 43–55.
- Horng, L. E., Klasik, D., & Loeb, S. (2010). Principals’ time use and school effectiveness. *American Journal of Education*, 116, 401–523.
- Hulpia, H., Devos, G., & Van Keer, H. (2010). The influence of distributed leadership on teachers’ organizational commitment: A multilevel approach. *The Journal of Educational Research*, 103, 40–52.
- Jacques, C., Weber, G., Bosso, D., Olson, D., & Bassett, K. (2016). *Teacher leaders’ roles in supporting instruction*. Washington, DC: American Institutes for Research. Retrieved from https://gtlcenter.org/sites/default/files/Great_To_Influential.pdf
- Kilinc, A. C. (2014). Examining the relationship between teacher leadership and school climate. *Educational Sciences: Theory & Practice*, 14(5), 1729–1742.
- Margolis, J. (2008). When teachers face teachers: Listening to the resource “right down the hall.” *Teaching Education*, 19(4), 293–310.
- Margolis, J., & Huggins, K. S. (2012). Distributed but undefined: New teacher roles to change schools. *Journal of School Leadership*, 22, 953–981.
- National Institute for Excellence in Teaching (NIET). (2017). *Research overview: Key findings from 10 studies of the TAP system*. Arlington, VA: Author. Retrieved from <https://www.niet.org/assets/Publications/tap-research-10-study-summary.pdf>
- Nistler, M., Gerdeman, D., & Williams, R. (2018). *Strategies for implementing the teacher leadership and compensation program in Iowa school districts*. Retrieved from <https://www.air.org/system/files/downloads/report/Strategies-for-Implementing-Teacher-Leadership-Compensation-Iowa-case-studies-2018.pdf>
- Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the teacher shortage: How to attract and retain excellent educators* (Research Brief). Palo Alto, CA: Learning Policy Institute.

- Sebring, P. B., Allensworth, E., Bryk, A. S., Easton, J. Q., & Luppescu, S. (2006). *The essential supports for school improvement*. Chicago, IL: University of Chicago Consortium on School Research. Retrieved from <https://consortium.uchicago.edu/sites/default/files/publications/EssentialSupports.pdf>
- Sun, M., Frank, K. A., Penuel, W. R., & Kim, C. M. (2013). How external institutions penetrate schools through formal and informal leaders. *Educational Administration Quarterly*, 49(4), 610–644. Retrieved from https://www.researchgate.net/publication/258132660_How_External_Institutions_Penetr ate_Schools_Through_Formal_and_Informal_Leaders
- Weiss, E. M. (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education*, 15, 861–879.
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: a review of the literature. *Review of Educational Research*, 87(1), 134–171.
- Wilson, A. (2016). From professional practice to practical leader: Teacher leadership in professional learning communities. *International Journal of Teacher Leadership*, 7(2), 45–62.
- Wynn, Wilson, & Patall. (2007). Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective. *Leadership and Policy in Schools*, 6(3), 209–229. Retrieved from <https://eric.ed.gov/?id=EJ816063>
- Yager, S., Akcay, H., Dogan, O., & Yager, R. (2013). Student views of teacher actions in science classrooms designed to meet current reforms. *Journal of Science Education and Technology*, 22(6), 974–983.

Resource 9. Ensuring Sustainability: Collecting Data on Teacher Leadership Implementation and Impact

States and districts implementing teacher leadership initiatives need to understand the successes (and lessons learned) from these efforts over time to ensure their long-term success. State and district leaders can establish an evaluation plan prior to system implementation to consider what metrics of success to track over time.

Measures

It is important to collect implementation and impact data from a variety of sources—both internal, such as individual self-assessments, and external, such as from administrators, teachers, students, and parents. Implementation data are often self-reported through annual reports, surveys, or focus groups and interviews. For impact data, states and districts can use a combination of formative, benchmark, and summative data. One challenge in measuring the impact of teacher leadership is making data collection processes manageable; however, there are creative approaches to mitigating this challenge. States and districts that offer funding for teacher leadership can require schools to identify and share disaggregated school and district data that may shed more light on the impact of teacher leadership on student learning. Likewise, states and districts can require schools to use ongoing, formative data analysis to identify priority teaching and learning standards for continuous improvement.

Metrics

To identify specific metrics to track over time regarding teacher leadership implementation and impact, leaders can reflect on two key questions: (a) how the teacher leader role is being implemented, and (b) what impact the teacher leader role has on teaching and learning. State and district decision makers and leaders may focus on impact data or their return on investment for centrally held funds; however, implementation data are necessary to confirm inputs and activities leading to outcomes. Implementation data are also necessary for informing promising practices to replicate in the future. Table 4 describes types of implementation data that states and districts can collect to help them understand and use impact data, and Table 5 presents examples of impact data that states and districts can collect.

Table 4. Implementation Data Example

Example Implementation Data
• Number of teachers led by teacher leaders • Number of students taught by teacher leaders • Recruitment and selection criteria and processes • Training and transition processes • Number of professional learning hours • Perceptions of teachers, teacher leaders, administrators, and students

Table 5. Impact Data Example

Example Impact Data		
Student Outcomes	Teacher Workforce	Teacher Effectiveness
• Learning and growth • Proficiency • Course-taking patterns and opportunities • Career aspirations and clarity	• Recruitment and retention • Mobility • Diversity • Advancement	• Professional practice data • Student survey data
Parent Engagement	Climate and Culture	Student Support
• Attendance • Questions and comments	• Bias and awareness • Learning goals • Teacher–student interactions • Student surveys	• Materials and staff • Lesson plan analysis • Teacher knowledge • Referrals and retention

Milestones

After determining measures (how to measure) and metrics (what to measure), states and districts need to establish milestones that define how changes are expected to unfold over time. When establishing implementation milestones, states and districts should consider both program implementation and operations:

- **Programmatic milestones** include those related to measures of progress over time (e.g., the number of districts involved, the number of teacher leader roles established, the number of students with instruction led by teacher leaders) or measures of impact and quality (e.g., the number of participants reporting learning based on activities, the improvement in student growth trends for affected students).
- **Operational milestones** include implementation fidelity or trends in design, such as staffing (e.g., the number of staff hours dedicated to managing implementation), infrastructure (e.g., the number and type of guidance resources available) and budget (e.g., funding approvals or the amount of grant funds secured).

When establishing impact milestones, states and districts should consider the teacher leader model being implemented. While some teacher leadership models have been shown to have a

positive impact on student learning within a short period of time (e.g., Opportunity Culture⁶ and TAPTM (the teacher and student advancement program⁷), other locally designed teacher leadership models have not yet shown this type of impact (e.g., Iowa’s Teacher Leadership and Compensation System). States and districts can also consider the time expected between different kinds of results. Perception data (which may come from surveys or interviews) can describe how participants’ beliefs or ideas have changed, but they do not measure differences in actual behavior or performance. Typically, perception data shows changes before observable differences in behaviors (which may come from observations or discipline data). Depending on the intervention, it may take several weeks or months to see changes in formative student data, and at least 1 to 2 years to see a significant change in summative student outcomes.

Evaluation Plans

The final planning step for states and districts is to create an evaluation plan (including data collection and analysis plan) for monitoring progress. Because data collection can be complex, it may be helpful to leverage existing data collection methods where possible or partner with research and evaluation organizations to make data collection more feasible. Periodic evaluations conducted by external research organizations can also support states and districts in making unbiased claims about the impacts of the teacher leadership initiative.

⁶ Opportunity Culture is a teacher leadership model designed by Public Impact that “extends the reach of excellent teachers and their teams to more students, for more pay, within recurring budgets” (Public Impact, 2018). More information is available at <https://opportunityculture.org/>.

⁷ The TAPTM model is “a comprehensive educator effectiveness model that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability and competitive compensation for educators” (National Institute for Excellence in Teaching, 2018). For information is available at <https://www.niet.org/tap-system/elements-of-success/>.

Resource 10: Crosswalk of Teacher, Teacher Leader, and School Leader Standards

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning. The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.		
a. Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change; b. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning; c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;	<i>4d: Participating in the Professional Community</i> The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	Standard 7: Professional Community for Teachers and Staff 7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. 7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. 7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning 7h) Encourage faculty-initiated improvement of programs and practices
d. Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and		Standard 7: Professional Community for Teachers and Staff

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
e. Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.		7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. Standard 2: Ethics and Professional Norms 2e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
Domain II: Accessing and Using Research to Improve Practice and Student Learning The teacher leader understands how research creates new knowledge, informs policies and practices, and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.	<i>4e: Showing Professionalism</i> The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	Standard 10: School Improvement 10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
a. Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;		Standard 6: Professional Capacity of School Personnel 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
b. Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning; c. Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning; and d. Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;		the development of teachers' and staff members' knowledge, skills, and practice.
Domain III: Promoting Professional Learning for Continuous Improvement The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.		
a. Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;	<i>4e: Showing Professionalism</i> The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	Standard 6: Professional Capacity of School Personnel 6g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
b. Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning; c. Facilitates professional learning among colleagues;		Standard 6: Professional Capacity of School Personnel 6c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth,

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
		guided by understanding of professional and adult learning and development. 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
d. Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning; e. Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;		
f. Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;		
g. Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and h. Uses information about emerging education, economic, and social trends in planning and facilitating professional learning		Standard 6: Professional Capacity of School Personnel 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
Domain IV: Facilitating Improvements in Instruction and Student Learning The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure		

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
instructional practices are aligned to a shared vision, mission, and goals.		
a. Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;		Standard 10: School Improvement 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
b. Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices; c. Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;	<i>4a: Reflecting on Teaching</i> The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	Standard 10: School Improvement 10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. 10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
d. Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs; e. Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction	<i>3e: Growing and Developing Professionally</i> The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting	Standard 10: School Improvement 10e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
	additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	
f. Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe		Standard 9: Operations and Management 9f) Employ technology to improve the quality and efficiency of operations and management.
Domain V: Promoting the Use of Assessments and Data for School and District Improvement The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.		
a. Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;	<i>If: Designing Student Assessments</i> All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	Standard 4: Curriculum, Instruction, and Assessment 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
	<i>3d: Using Assessment In Instruction</i> Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	learning, the identities and habits of learners, and healthy sense of self. 4f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 4g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
b. Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning; c. Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and d. Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.	<i>1c: Setting Instructional Outcomes</i> All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. <i>4b: Maintaining Accurate Records</i> The teacher's system for maintaining information on student completion of assignments, student progress in	

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
	learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	
Domain VI: Improving Outreach and Collaboration with Families and Community The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.		
a. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community; b. Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;	<i>4c: Communicating With Families</i> The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	Standard 8: Meaningful Engagement of Families and Communities 8a) Are approachable, accessible, and welcoming to families and members of the community. 8b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. 8c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. 8d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
c. Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students; d. Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and		

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
e. Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.		8e) Create means for the school community to partner with families to support student learning in and out of school. 8f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
Domain VII: Advocating for Student Learning and the Profession The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and that serve as an individual of influence and respect within the school, community, and profession.		Standard 8: Meaningful Engagement of Families and Communities 8h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. 8i) Advocate publicly for the needs and priorities of students, families, and the community.

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■

www.gtlicenter.org



www.leadingeducators.org/

Copyright © 2019 American Institutes for Research. All rights reserved.

This work was originally produced in whole or in part by the Center on Great Teachers and Leaders with funds from the U.S. Department of Education under cooperative agreement number S283B120021. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

The Center on Great Teachers and Leaders is administered by American Institutes for Research and its partners: the Council of Chief State School Officers and Public Impact.