

POLICY SNAPSHOT

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Increasing Teacher Leadership

Teachers are our most valuable resource in education, and teacher leaders can maximize their impact on student learning by extending beyond their own classrooms. Effective teacher leaders share their expertise, support the growth of other teachers, and increase the quality of instruction. Recent reform efforts, such as the U.S. Department of Education's **Teach to Lead** initiative, have highlighted the need for increased and improved opportunities for teacher leadership. These efforts focus not only on the potential contributions of teacher leaders to instructional quality and policy but on the potential benefits to teacher leaders and, potentially, the impact on the workforce—greater retention of our best educators.

Throughout the years, *teacher leader* has been defined many ways, from department head to mentoring roles. This policy snapshot summarizes the literature regarding teacher leadership, including reasons for promoting teacher leader roles and associated benefits and challenges. It identifies potential policy levers to increase and improve teacher leadership opportunities. When possible, we cite examples from the field; however, we do not endorse any of the programs or policies mentioned.

Why Focus on Teacher Leadership?

Multiple scholars have attempted to identify elements of teacher leadership (Danielson, 2007; Katzenmeyer & Moller, 2001; Murphy, 2005). A frequently cited definition of teacher leadership is by York-Barr and Duke (2004, pp. 287–288):

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement.

Advocates cite multiple reasons for advancing teacher leadership. Given the recent expansion of the principal role, teacher leaders can augment the school leader's capacity to provide essential instructional guidance, by modeling effective practices, sharing best practices, mentoring, and collaborating with their peers. Teacher leaders also can take part in strategic planning to achieve better-informed decision making, shared ownership, and commitment to school and district goals. Finally, teacher leader roles can formally recognize professional expertise and accomplishment while providing teacher leaders with further opportunities for growth and influence (Curtis, 2013; York-Barr & Duke, 2004).

Unfortunately, interest in teacher leadership has outpaced the research base on essential elements that advance teaching and learning (Berg, Carver, & Mangin, 2014; York-Barr & Duke, 2004). Limited findings do show that teacher leadership opportunities, when implemented well, can produce positive impacts on teacher leaders, their colleagues, and students.

Effects on teacher leaders. A collection of studies show that as educators improve their practice as teacher leaders, they often improve their leadership skills, organizational practices, and instructional practices (Aladjem, Meredith, & Arcaira, 2014; Taylor, Yates, Meyer, & Kinsella, 2011; York-Barr & Duke, 2004). In a recent study, more than a third of National and State Teachers of the Year respondents identified having served in teacher leadership positions and having teacher leadership opportunities as one of their most important growth experiences during their career (Behrstock-Sherratt, Bassett, Olson, & Jacques, 2014). In addition, teacher leadership opportunities may spark higher degrees of engagement and reduce drift (York-Barr & Duke, 2004). Teacher leader roles also may provide status recognition and open new opportunities for teacher leaders (Taylor et al., 2011).

Effects on colleagues and students. Limited research has found that teacher leaders can improve practice at the classroom level. However, research has not made clear how teacher leaders affect outcomes at the school level. Research does, however, suggest that teacher leaders likely have greater impact on students when their roles are focused on the classroom level rather than the school or district levels (York-Barr & Duke, 2004).

Obstacles to Teacher Leadership

There are many potential benefits of teacher leadership, yet obstacles do exist. Often, these challenges stem from an absence of a framework that formally recognizes and supports teacher leaders (Natale, Bassett, Gaddis, & McKnight, 2013; York-Barr & Duke, 2004). Challenges to promoting teacher leadership commonly highlighted in the literature include the following:

- Lack of clarity regarding the teacher leader role (Johnson & Donaldson, 2007; Natale et al., 2013; York-Barr & Duke, 2004)
- Limitations related to the leadership roles and compensation teachers may receive due to local laws and collective bargaining agreements (Johnson & Donaldson, 2007; New Leaders, 2015)
- Tendency for teacher leader roles to remove top teachers from direct classroom instruction and responsibility for students (Public Impact, 2014)
- Reliance on short-term grants to fund teacher leader positions (Johnson & Donaldson, 2007)
- Lack of clear process for selecting teacher leaders or lack of teacher input into selection (Johnson & Donaldson, 2007; York-Barr & Duke, 2004)
- Insufficient time to collaborate and a lack of strong partnerships (Johnson & Donaldson, 2007; Natale et al., 2013; Thornton, 2010; York-Barr & Duke, 2004)
- Lack of training for teacher leaders (Natale et al., 2013)
- Lack of time for clerical duties associated with leadership work (Thornton, 2010; York-Barr & Duke, 2004)
- Resistance to change (Thornton, 2010)

Compensation Resources

Although we recognize the need to ensure compensation structures are in place to support teacher leadership, undertaking such efforts presents a unique set of challenges beyond the scope of this paper. For more ideas about career lattices and performance-based compensation, please see the key resources listed below.

Performance-Based Compensation: Linking Performance to Teacher Salaries (http://www.gtlcenter.org/sites/default/files/AskTeam_Compensation.pdf)

This Ask the Team brief shares how states and districts are designing and implementing performance-based compensation systems. The brief summarizes state policy trends, shares district examples from Harrison School District 2 and LEAP Academy University Charter School, and provides information about performance-based compensation systems in the United Kingdom.

Leadership and Lattices: New Pathways Across the Teaching Profession (http://www.gtlcenter.org/sites/default/files/1580%20GTL%20Ask%20the%20Team_Leadership%20Lattices%20d2%20lvr.pdf)

In this brief, Daniela Doyle shares lessons learned from cross-sector research and then shares three strategies for creating teacher leader models that keep accomplished teachers in the classroom while building a sustainable leadership pipeline.

- Tension between teacher leaders and their colleagues, due to a variety of reasons, including seniority, egalitarianism, or formal hierarchies (Johnson & Donaldson, 2007; Thornton, 2010; York-Barr & Duke, 2004)
- Lack of incentives or rewards for engaging in leadership activities (York-Barr & Duke, 2004)

The next section describes potential policy levers states can use to create stronger conditions for meaningful teacher leadership by anticipating and addressing some of these challenges.

Policy Levers for Increasing and Improving Teacher Leadership Opportunities

This section describes strategies that states and district policymakers can use to increase and improve teacher leadership opportunities.

1. Adopt teacher leader standards.

Standards, informed by research and applied in multiple contexts, are “living documents” that “foster shared meaning that can lead to improved policy and practice” (Berg et al., 2014, p. 198). By adopting teacher leader standards and providing technical assistance to implement them, states can help establish a common vision and expectations for teacher leadership.

2. Provide guidance and technical assistance to help schools and districts create the conditions needed for effective teacher leadership.

For teacher leaders to be effective, strong school cultures and essential supports within the staff structure must be established. Smylie and Denny (1990, p. 257, as cited in Klocko, Feun, Maxfield, & Wells, 2010) note that, because of “potentially conflicting and compromising organizational factors . . . teacher leadership should be approached as an issue of organizational change and not merely as a task of enhancing individual opportunity and capacity.” States can support teacher leadership through the following actions:

Address state policy barriers and help districts identify policy barriers. State and local policies often affect local hiring, compensation, staff roles, and instructional delivery. Such policies often limit or impede the development of teacher leadership roles (New Leaders, 2015; Public Impact, 2015). For example, overly cumbersome and restrictive state certification requirements and local collective bargaining agreements can limit teacher leadership opportunities. States can offer waivers and/or revise state policies, as appropriate, to give districts the flexibility needed to staff and organize schools in a way that maximizes the influence of teacher leaders across peers and students. States also can support districts in identifying and addressing barriers.

Teacher Leader Model Standards (<http://www.nnstoy.org/teacher-leader-model-standards/>)

In 2008, the Teacher Leadership Exploratory Consortium convened to develop professional standards focused on teacher leadership. These standards describe competencies that can identify teacher leaders. The standards include seven domains:

- Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Domain II: Accessing and Using Research to Improve Practice and Student Learning
- Domain III: Promoting Professional Learning for Continuous Improvement
- Domain IV: Facilitating Improvements in Instruction and Student Learning
- Domain V: Promoting the Use of Assessments and Data for School and District Improvement
- Domain VI: Improving Outreach and Collaboration With Families and Communities
- Domain VII: Advocating for Student Learning and Profession

The **collective bargaining agreement** between the Baltimore Teachers Union and Baltimore City Board of School Commissioners reflects a shared commitment to career advancement and leadership opportunities for effective teachers. The district's four-tiered system enables teachers to increase their leadership responsibilities as they progress in their careers and improve their effectiveness while remaining in the classroom. The process for moving up levels and the leadership roles held at each level are clearly defined in the collective bargaining agreement. As of 2013, more than 500 teachers had submitted complete applications, and 212 teachers had become Model teachers. For more details, see the RSN Network's **Baltimore's Career Pathway Initiative for Teachers**, the **2013–15 teacher contract**, and *Making Change Together: Career Pathways for Student Achievement*, a case study by the AFT.

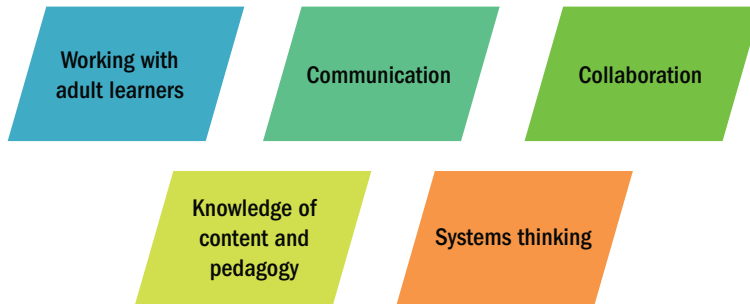
Encourage superintendents and principals to actively support teacher leaders. Principals often need guidance as they support and develop teacher leaders (Klocko et al., 2010), particularly when teacher leadership opportunities must be negotiated with teachers unions. State policymakers can highlight locally created structures designed to develop and nurture the growth of teacher leaders (Klocko et al., 2010). Such structures include established qualifications and responsibilities for teacher leaders, a fair selection process, strategic scheduling and resource allocation to ensure common planning time and supports for teacher leaders, and clear roles separate from those of building administrators (Johnson & Donaldson, 2007; York-Barr & Duke, 2004).

Require training or create model plans for support and development. Teacher leadership requires teachers to take on additional responsibilities and roles not typically associated with those of a teacher; teacher leaders need training and ongoing coaching (Harris, 2005; Public Impact, 2015). States can establish teacher leader certification requirements, can require an evaluation designed for teacher leaders, and/or outline the ongoing support that teacher leaders will need. Recent studies of preparation and professional learning programs as well as technical assistance tools have identified multiple knowledge areas, skills, and dispositions that teacher leaders should have and develop (Center for Teaching Quality, National Board for Professional Standards, and the National Education Association, 2014; Harris, 2005; Phelps, 2008; Ross et al., 2011). Despite variation across these frameworks, key skill areas are captured in the Center for Strengthening the Teaching Profession's 2009 **Teacher Leadership Skills Framework**, as represented in Figure 1.

Seizing Opportunity at the Top II
(http://opportunityculture.org/wp-content/uploads/2014/10/Seizing_Opportunity_at_the_Top_II-Public_Impact.pdf)

This brief by Public Impact identifies what policymakers can do to increase and improve opportunities for teachers to improve their practice and assume teacher leader roles.

Figure 1. Knowledge and Skills Needed by Effective Teacher Leaders



Source: Center for Strengthening the Teaching Profession, 2009

In addition, principals need training and support to lead a team of teacher leaders (Johnson & Donaldson, 2007; Public Impact, 2015). Standards can provide guidance and support on key leadership standards for school leaders, including instructional leadership and talent management (New Leaders, 2015). States also can require that school leader preparation programs provide opportunities for emerging and existing school leaders to develop the skills needed to support teacher leadership.

Key Resources

School and District Capacity to Support Teacher Leadership

(http://cstp-wa.org/cstp2013/wp-content/uploads/2013/11/CSTP_tool_school_district_capacity.pdf)

Schools, districts, and other entities can use this self-assessment tool from the Center for Strengthening the Teaching Profession to assess their capacity to support teacher leadership. The tool is divided into four domains: establishing a supportive environment, system vision and alignment, professional development, and access to resources.

Leading From Every Seat: Empowering Principals to Cultivate Teacher Leadership for School Improvement

(<http://www.newleaders.org/wp-content/uploads/LeadingFromEverySeat.pdf>)

This publication from New Leaders identified five practices that effective principals take to cultivate teacher leadership. This set of briefs identifies policy recommendations at the local, state, and federal levels for improving principal support of teacher leadership.

The Teacher Leadership Competencies

(<http://www.teachingquality.org/sites/default/files/Teacher%2520Leadership%2520Competencies%2520-%2520FINAL.pdf>)

The National Board for Professional Teaching Standards, National Education Association, and Center for Teaching Quality developed a set of competencies that can be used to identify teacher leaders and guide their professional reflection and growth. The document identifies 20 competencies divided into overarching competencies, instructional leadership, association leadership, and policy leadership. The document includes rubrics that describe four performance levels of each competency.

Teacher Leader Self-Assessment

(http://cstp-wa.org/cstp2013/wp-content/uploads/2013/11/CSTP_self_assessment.pdf)

This tool by the Center for Strengthening the Teaching Profession is a self-assessment that teachers can use to assess their current knowledge and skills and identify future development needs. The tool is divided into five domains: working with adult learners, communication, collaborative work, content and pedagogy, and systems thinking.

Provide guidance on how to leverage Title II funds to support this critical work. To date, many states and districts have used short-term grant money to fund teacher leader positions. However, states can help make such positions more sustainable by providing technical assistance on how to use Title II funding for these positions. For example, the Kingsport Teacher Leader Council, a group of teacher

leaders in a district in Tennessee, used Race to the Top funds during 2013–14 but planned to use Title II monies to support its Teacher Leader Council in 2014–15 and beyond; these funds were used for stipends for teacher leaders (Tennessee Department of Education, n.d.). In addition, states and districts can use Title IIA funds for leadership development of principals and teachers (New Leaders, 2015).

Provide technical assistance to create the culture needed for successful teacher leadership. The literature points to the importance of clearly defined teacher leader roles, scheduled time for collaboration, and a culture not of isolation, individualism, and egalitarianism but rather of continual growth (Public Impact, 2015; Taylor, Goeke, Klein, Onore, & Geist, 2010; Teacher Leader Standards, n.d.).

3. Incentivize the creation of teacher leadership programs or teacher leader positions.

States can encourage innovative activities in schools by funding pilot programs or providing nonmonetary incentives to districts. Applications to receive such incentives should require districts to show how they are addressing or intend to address some of the barriers to teacher leadership. States can award grants to districts or organizations that present clearly defined roles, have sustainability plans, and show evidence of school structures and a school culture conducive to teacher leadership.



Iowa

Legislation. In 2013, the Iowa General Assembly passed H.F. 215, which established the Teacher Leader Compensation System. The goals of the system are to attract and retain effective teachers, promote collaboration, reward professional growth and effective teaching, and improve student achievement. Under the legislation, districts could choose to implement a four-step career pathway, an instructional coach model, or a comparable model. It allocated funding for implementation of the Teacher Leader Compensation System, including funding for planning grants.

Funding. The Iowa General Assembly allocated \$3.5 million for planning grants for the 2013–14 school year, \$50 million per year for implementation from 2014 through 2017, and \$150 million per year plus an annual growth factor for the 2016–17 school year and beyond.

Planning grants. During the 2013–14 school year, districts could apply for planning grants to use to facilitate a local decision-making process to design a teacher leadership system that met local needs. All 346 Iowa school districts applied for grants.

Plan requirements. Districts interested in implementing a teacher leadership system needed to develop a plan that, at a minimum:

- Included a salary of \$33,500
- Included coaching, mentoring, and opportunities for observing instructional practice for new teachers
- Identified teacher leadership roles that extend beyond initial and career teacher roles that include additional contract days
- Demonstrated a good-faith effort to select at least 25 percent of the teacher workforce to serve in leadership roles
- Outlined a rigorous selection process for leadership roles
- Explained how the district would implement a professional development system facilitated by teachers and other education experts that aligns with the Iowa Professional Development Model

In year one, 39 districts of 146 districts that applied received approval of their plan. Since then, 198 of 338 (58.6 percent) districts have been accepted into the Teacher Leadership and Compensation System.

Sources:

https://www.educateiowa.gov/sites/files/ed/documents/2013-10-04TLCWebinarPresentationSlides_0.pdf

<http://www.iowahousepublicans.com/wp-content/uploads/HF-215-Education-Reform1.pdf>

<https://www.educateiowa.gov/teacher-leadership-and-compensation-system>

<https://www.educateiowa.gov/sites/files/ed/documents/2013-07-15GuidanceOnTheTLCSystem.pdf>

4. Provide state-level opportunities for teacher leaders.

States can model teacher leadership best practices through state-sponsored positions. For example, the Connecticut State Department of Education (CSDE) offers an Educator Leader-in-Residence program. This opportunity enables educators to share their perspectives and expertise with CSDE while working with policymakers and educators throughout the state. Leaders-in-residence work part-time for their district and part-time with CSDE in Hartford (Connecticut State Department of Education, 2015).

State Spotlight

Tennessee

Throughout the years, Tennessee's governors and department of education have worked to ensure that there are meaningful opportunities for teacher leadership as well as teacher voice in education policy and implementation.

Leveraging instructional leadership. The Tennessee State Board of Education adopted the Teacher Leader Model Standards in 2011. During the 2011–12 school year, the Tennessee Department of Education, in consultation with an advisory body of system-level administrators, recognized how critical teacher leadership would be to creating change. The state “sought to increase its teacher corps’ overall investment in the [Common Core State Standards], build a statewide pool of teacher leaders and instructional coaches, and improve teachers’ instructional practice at scale” (The Aspen Institute, 2014, p. 6). During 2012–14, the Tennessee Department of Education recruited and trained 200 teachers in implementing the Common Core State Standards. Using a train-the-trainer model, these Core Coaches then brought their learning back to their 13,000 colleagues and served as resources for their local schools, districts, and regions. The following year, the state expanded the program to include 700 Core Coaches who trained more than 30,000 teachers, or more than half the teachers in the state.

Applying standards in practice. In 2013, the Tennessee Department of Education created the Tennessee Teacher Leader Council. This council, comprising teacher leaders from six districts, aimed to “create exemplary, innovative, relevant, and sustainable teacher leadership models that identify, develop, and extend the reach of teacher leaders, resulting in increased teacher effectiveness and improved student learning” (Tennessee Department of Education, n.d., p. 6.) As described in detail in the [Tennessee Teacher Leader Guidebook](#), the resultant teacher leader models differed from each other but were aligned to each district’s respective strategic plan. The models were grounded in the Teacher Leader Model Standards and provided distinct pathways for states to consider.

Engaging teachers in policy. In February 2015, Education Commissioner Candice McQueen began a statewide tour of classroom visits. During these visits, she hopes to engage with 10,000 Tennessee teachers in policy discussions. As she noted: “I believe it is critical to listen to Tennessee teachers and engage them in policy discussions because they will be living it out in their classrooms. They need to be a significant voice in this discussion” (tn.gov, 2015). In June 2015, Governor Bill Haslam named 18 Tennessee teachers to serve in the Governor’s Teacher Cabinet. This cabinet will meet quarterly during a two-year term. At the [first meeting, held on July 16, 2015](#), the governor asked about a variety of topics, including professional development and testing.

Sources: The Aspen Institute, 2015; Bauman, 2015; Tatter, 2015; Tennessee Department of Education, n.d.; tn.gov, 2015

5. Increase teacher voice and influence in state education policy.

Multiple organizations—Educators for Excellence, TeachPlus, Teachers United, Hope Street, Center for Teaching Quality, to name a few—focus on increasing teacher voice in educational policymaking decisions. These groups have successfully engaged teacher voices and have had noticeable impacts

on education policy in multiple states. State policymakers can ensure that teachers of these organizations have an opportunity to speak; many of these groups have met with governors, commissioners, mayors, legislators, and other key actors to share their policy positions. Policy leaders also can create committees or cabinets to gather teacher perspectives on educational policy. For example, Governor Haslam from Tennessee recently formed a Governor's Teacher Cabinet. As highlighted in the State Spotlight, Kentucky has been partnering with the Hope Street Group to ensure teacher voice in educational policy conversations.

State Spotlight

Kentucky

Overview of the partnership. In 2013, the Kentucky Department of Education (KDE), the Kentucky Chamber of Commerce, the Kentucky Education Association, and the Prichard Committee for Academic Excellence began a partnership with the Hope Street Group to create a Kentucky Teacher Fellowship program. Similar to its national fellowship program, selected teachers receive training in policy, decision-making techniques, media strategies, editorial writing, knowledge sharing, and recruitment.

Overview of the fellowship. The 2013–14 cohort comprised 20 state teacher fellows selected from across the state and across school levels. The state teaching fellows participated in three in-person training sessions, three online trainings, and monthly conference calls. Trainings focused on the use of online tools and communications as well as strategies for engaging teachers. Fellows were expected to spend at least 10 hours per month in their role as fellows and used e-mail, Twitter, surveys, and the Hope Street Group's Virtual Engagement Platform to reach and engage with educators.

Research findings. Fellows' efforts far exceeded the goal of reaching 10 percent of the teachers in Kentucky. Fellows also engaged in two efforts to survey their networks on issues of interest to KDE. When surveyed by an external research organization, all participating fellows reported their experiences were very rewarding or rewarding and all but one fellow noted that they were better able to inform state policy because of state teacher fellowship tools and training resources. In addition, other partners noted that the information gathered by the fellows enabled KDE to recognize concerns from the field and respond to the feedback. For example, final regulatory language related to student growth and peer observations included language from the fellows' report on how to best implement observations of practice. In response to another data collection related to student perception surveys, KDE requested additional policy analysis from Hope Street Group in order to make better informed decisions about the use of student surveys.

Advocating for teacher voice. During teacher appreciation week in 2014, Terry Holliday, commissioner of education, released an op-ed statement to the Courier-Journal calling for policymakers and the public to listen to the voices of educators. Using the bully pulpit, Holliday noted that "teachers educate our children, but they also have much to teach all of us about what is happening in our schools." In the op-ed, he noted some of the challenges and experiences he learned about through his work with the Teacher Advisory Committee and members of the Hope Street Group.

Continuation of the partnership. Twenty-two fellows (17 returning fellows and 5 new fellows) participated in the second year of the Kentucky State Teacher Fellows program. Fellows engaged in data collection and analysis on two important topics: the **Professional Growth and Evaluation System implementation and teacher time utilization** and **teacher leadership and hybrid roles**. In its spring 2015 report, Hope Street Group reported that 25 percent of teachers are engaged with state teacher fellows, not counting the 37 percent of teachers engaged on Twitter.

Sources: Aladjem et al., 2014; Holliday, 2014; Hope Street Group, 2015

6. Create a teacher leader endorsement.

Teacher leader endorsements offer a way of credentialing and ensuring that teacher leaders have critical skills needed to act as an educational leader. As of 2013, eight states had certification endorsements related to teacher leadership, according to Natale et al. (2013). Teachers in these states have the option to pursue additional training while keeping their focus on instruction. According to an Education Week article by Rebora (2012), teacher leader preparation programs compared to school administrator programs generally focus more on instructional practice and less on site management and supervision. However, requiring a teacher leader certificate also can create unintended consequences; if certificates are required to hold teacher leadership roles, then experienced, expert teachers who do not seek to obtain another degree or certification may then be automatically disqualified from leadership positions despite their on-the-ground skill and experience. States have taken various approaches when setting certification requirements; Table 1 compares three states' distinct teacher leader certificates and requirements.

Table 1. A Comparison of Three States' Requirements for Teacher Leader Certificates

| Idaho (http://adminrules.idaho.gov/rules/current/08/0202.pdf) | Georgia (http://www.gapsc.com/Rules/Current/Certification/505-2-.149.pdf) | Arkansas (http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/Instructional_Facilitator_rev_03022013.pdf) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Certificate(s) | | |
| Special Education Consulting Teacher and Mathematics Consulting Teacher | Teacher Leadership | Instructional Facilitator |
| Experience requirements | | |
| Three years of teaching experience | Three years of successful teaching experience | |
| Prior education and certification requirements | | |
| Qualify for or hold a standard certificate Hold a master's degree or approved fifth-year program Have demonstrated competencies in content-specific areas | Hold a Level 4 or higher renewable professional certificate in any field Hold a master's degree or higher (per program requirements) | Hold a standard Arkansas educator license |
| Preparation and professional learning requirements | | |
| Verification of a state-approved program that includes: At least 20 semester hours of study at an accredited college, university, or state-approved equivalent Ninety contact hours of field-based professional development opportunities The development and presentation of a culminating portfolio that demonstrates knowledge gained and skills acquired through the preparation program are aligned with the Idaho Teacher Leader Standards | Complete a state-approved program that includes the following for certification only: Intensive support by coaches trained in the coaching endorsement standards Individualized growth plan developed and utilized collaboratively by the candidate and coach(es) Individual work samples or other artifacts that demonstrate the candidate has met program standards To earn an advanced degree in teacher leadership, additional semester hours are required. | Complete an approved graduate-level program of study that includes 10 key content areas: Understanding Adults As Learners to Support Professional Learning Communities Promoting Professional Learning for Continuous Sustainable Improvement Nurture and Sustain a Culture of Collaboration, Trust, Learning, and High Expectations Create a Personalized and Motivating Learning Environment for Students Develop the Instructional and Leadership Capacity of Staff Promote the Use of the Most Effective and Appropriate Technologies to Support Educator and Learning Collect and Analyze Data and Information Pertinent to the Education Environment Promote Understanding, Appreciation, and Use of the Community's Diverse Cultural, Social, and Intellectual Resources Model Principles of Self-Awareness, Reflective Practice, Transparency, and Ethical Behavior Safeguard the Values of Democracy, Equity, and Diversity |
| Other | | |
| | Be recommended by a local unit of administration Pass the GACE content knowledge assessment at the professional level Meet standards of conduct | Pass the Praxis Principals of Learning and Teaching exam |

Sources:

<http://adminrules.idaho.gov/rules/current/08/0202.pdf>

<http://www.gapsc.com/Rules/Current/Certification/505-2-.149.pdf>

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/Instructional_Facilitator_rev_03022013.pdf

Conclusion

The field of teacher leadership is still developing and being defined. Policy leaders who want to promote teacher leadership at times lack a clear understanding of the best steps to take. The potential for teacher leadership to help peers improve and to give more students access to effective instruction seems clear, but the research base is currently insufficient to point to particular leadership characteristics or structures that achieve the desired effects. We know that preparing teachers to assume leadership roles is important but again lack strong empirical evidence of effective models. This uncertainty should not dishearten but rather inspire new ways of thinking and new models of teacher leadership. Policy leaders can draw upon the success of our current efforts and challenge the status quo to open the door to new models of teacher leadership to be tried, implemented, and studied. Such efforts will further increase our understanding of how to best leverage and support our teacher leaders.

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I WANT TO KNOW MORE!

Teacher Leadership as a Key to Education Innovation: This brief by the National Comprehensive Center for Teacher Quality shares action steps and promising strategies for state, district, and university officials.

Involve Teachers and They Will Understand: This blog post by Teacher Leader in Residence Christopher Paolos describes his role as a teacher leader in residence, identifies the potential of teacher leadership roles, and notes the changes needed to make teaching a teacher-led profession.

Teacher-Led Professional Learning to Reach Every Student With Excellent Teachers: This two-page document by Public Impact provides an overview of how the Opportunity Culture has defined teacher leadership roles. The document defines 11 distinct teacher leader roles and provides teacher leader job characteristics checklist.

“Ten Roles for Teacher Leaders”: This article in Educational Leadership identifies 10 sample ways teacher leaders can contribute to schools’ successes.

For more examples or information about this topic, including additional examples of teacher leadership, please e-mail gtlcenter@air.org. **Lauren Matlach** is a consultant providing technical assistance for the Center on Great Teachers and Leaders.