

## 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.<sup>1</sup> 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	<ul style="list-style-type: none"> <li>• Leverage the talents of exceptional teachers.</li> <li>• Support teachers’ professional growth.</li> <li>• Refine state support activities based on trends in local teaching and learning needs.</li> <li>• Identify successful strategies or models to scale over time.</li> <li>• Support local school improvement efforts.</li> <li>• Support local development of informal and formal teacher leadership roles.</li> </ul>
<p><b>Rationale</b></p> <p>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.</p>	

<sup>1</sup> 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
<ul style="list-style-type: none"> <li>• State education agency staff</li> <li>• Partner organizations staff (e.g., teacher associations, regional service centers)</li> <li>• Teachers, teacher leaders, school leaders, and other local staff on the team</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze team plans</li> <li>• Establish ongoing supports for teams</li> </ul>	<ul style="list-style-type: none"> <li>• Gather insights into local teaching and learning challenges</li> <li>• Identify potential teacher leaders for state-level activities (e.g., advisory boards)</li> </ul>	<ul style="list-style-type: none"> <li>• Refine state support activities to address local teaching and learning challenges</li> <li>• Improve or increase engagement of teacher leaders in state-level activities</li> </ul>	<ul style="list-style-type: none"> <li>• Improve teaching and learning</li> </ul>
<ul style="list-style-type: none"> <li>• Selected teams of teachers and leaders (applicants)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop local projects focused on state priorities (e.g., equity; science, technology, engineering, and mathematics (STEM); English learners; mental health and behavior)</li> </ul>	<ul style="list-style-type: none"> <li>• Implement local structures to improve teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Improve local teaching and learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Improve local teaching and learning outcomes</li> <li>• Share successful approaches and learnings with other schools and districts</li> </ul>

**Example 2. Testing Teacher Leadership Models Initiative**

Focus/Approach	Vision/Goal
Teacher leadership test site pilot, grant, or partnership	<ul style="list-style-type: none"> <li>• Test teacher leadership models</li> <li>• Improve teaching and learning</li> <li>• Improve teacher workforce</li> </ul>

Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term
<ul style="list-style-type: none"> <li>• State education agency staff</li> <li>• Selected districts (including administrators, leaders, and teachers)</li> <li>• Design, implementation, and evaluation partners</li> </ul>	<ul style="list-style-type: none"> <li>• Identify models of teacher leadership to test and potentially scale</li> <li>• Establish selection criteria for implementation sites (e.g., schools, districts) and expectations regarding fidelity</li> <li>• Share information with interested districts</li> <li>• Waive policies as needed and/or provide funds for selected districts</li> <li>• Assess the effectiveness of models and capture lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>• Identify best practices for implementation</li> <li>• Establish models of teacher leadership in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Identify potential teacher leadership models to scale</li> <li>• Refine teacher leadership models to align with state priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Increase spread of local teacher leadership models</li> <li>• Improve teaching and learning</li> <li>• Improve teacher workforce</li> </ul>

**Example 3. Fostering Local Teacher Leadership Initiative**

Focus/Approach	Vision/Goal
Local teacher leadership model pilot, grant, or partnership	<ul style="list-style-type: none"> <li>• Promote creation and implementation of local teacher leadership models</li> <li>• Improve teaching and learning</li> <li>• Improve teacher workforce</li> </ul>

Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term
<ul style="list-style-type: none"> <li>• State education agency staff</li> <li>• Districts (including administrators, leaders, and teachers)</li> <li>• Design, implementation, and evaluation partners</li> </ul>	<ul style="list-style-type: none"> <li>• Share guidance and information on local models</li> <li>• Waive state policies as needed and/or provide funds for opt-in districts</li> <li>• Implement local teacher leadership models</li> <li>• Gather information on local teacher leadership model design, implementation, and impact</li> </ul>	<ul style="list-style-type: none"> <li>• Local teacher leadership models</li> </ul>	<ul style="list-style-type: none"> <li>• Improve teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Improve teaching and learning</li> <li>• Improve teacher workforce</li> </ul>

**Example 4. Local Equity Labs Initiative<sup>2</sup>**

Focus/Approach		Vision/Goal		
Teacher leaders implement local equity labs		<ul style="list-style-type: none"> <li>• Increase equitable access to effective educators</li> <li>• Improve overall educational equity</li> </ul>		
Stakeholders	Activities	Outputs	Outcomes	
			Short Term	Long Term
<ul style="list-style-type: none"> <li>• State education agency staff</li> <li>• Selected teacher leaders</li> <li>• District staff</li> </ul>	<ul style="list-style-type: none"> <li>• Design and implement local equity labs led by teacher leaders</li> <li>• Monitor equity data over time, identifying inequities in access to effective educators, learning opportunities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish local equity initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Increase equitable access</li> </ul>	<ul style="list-style-type: none"> <li>• Improve overall educational equity</li> </ul>

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