Center for Great Teachers & Leaders Professional Learning Module

# Using High-Impact Teacher Leader Roles in School Turnaround

### Activity Overview | Identify High-Impact Factors of Teacher Leader Roles

**Step 1:** Turn all the cards face up and move your Teacher Leader Role cards to form a column on the left, and move your High-Impact Factor cards to form a row at the top. See Table 1 for an example.

Table 1. Example

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher Leader Roles** | **High-Impact Factors**  Make decisions about whether the card you draw fits into any of these high-impact factors. If yes, then place the card under the factor in the corresponding role. If no, put the card to the side. | | | | | **Tally** |
| Place your teacher leader role cards in this column | **Selectivity** | **Teach and Reach More Students** | **Authority and Accountability** | **Time to Lead** | **Pay** | Count how many factors addressed |
| *Professional Learning Community Lead* |  |  |  |  |  |  |
| *Reading Coach* |  |  |  |  |  |  |

**Step 2:** With your partner, discuss, decide, and sort role description cards that match high-impact factors listed in the top row. If a description card does not match a high-impact factor, then put the card off to the side. See Table 2, Framework: High-Impact Teacher Leadership for Turnarounds for reference.

**Step 3:** Tally how many high-impact factors your teacher leader role addresses, or how many description cards there are under each of the high-impact factors.

**Closing:** How did your various teacher leader roles fall short of being fully high impact? What implications would this have in a turnaround setting?

Table 2. Framework: High-Impact Teacher Leadership for Turnarounds

|  |  |
| --- | --- |
| Factor | Description |
| Selectivity | * Has proven ability to achieve greater than expected student growth * Demonstrates competencies needed to lead adults * Has content expertise and experience |
| Teach and Reach More Students | * Directly instructs some students, in whole class or small group * Reaches substantially more students by coaching a team |
| Authority and Accountability | * Has authority to direct and support colleagues in their work * Has autonomy to make decisions regarding their time and work * Has access to leaders and resources to move their work forward * Has a formal evaluation aligned to the specific responsibilities |
| Time to Lead | * School schedule protects teacher leader’s time for teacher leader responsibilities * School schedule allows flexibility for teacher leader to determine best use of time |
| Pay | * Pay increases to match increased responsibilities and additional time required, if applicable |