

# Using High-Impact Teacher Leadership to Address Talent Challenges in School Turnaround

## Pilot

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Center on  
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# Introductions

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- Your name
- Your role
- What you think of when you hear *teacher leadership*

# Objectives

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- **Review common talent challenges** in turnaround schools and the potential for teacher leadership to address those challenges.
- **Examine a framework** to recognize characteristics of high-impact teacher leader roles in the school turnaround context.
- **Consider the importance of “being bold”** when designing teacher leader roles for turnaround schools.
- **Assess** whether teacher leadership in your state or district is high impact and whether you are taking bold actions.
- **Identify** how your state or district could make teacher leadership a more effective component of turnaround strategies.

# Agenda

Section	Time	Activity
1. How Teacher Leadership Can Address Talent Challenges in School Turnaround	35 minutes	Brainstorm
2. High-Impact Teacher Leader Roles	30 minutes	Case Study Sorting Teacher Leader Roles
3. Bold Actions to Get There	10 minutes	Boldness Benchmarks
4. Self-Assessment and Reflection	25 minutes	Tool Feedback



# How Teacher Leadership Can Address Talent Challenges in School Turnaround

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# Defining Teacher Leadership

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*“The process by which teachers influence colleagues, principals, and other school community members to improve teaching and learning practices with the aim of increased student learning and achievement.”*

Source: York-Barr and Duke (2004, pp. 287–288)

# Examples of Teacher Leader Roles

Teachers Supporting Teachers	Teachers Providing Schoolwide Guidance	Teachers With Distributed Accountability	Teachers Leading Specific Initiatives
Expert teachers who collaborate with other teachers individually or on teams to promote improvements in their practice	Expert teachers who develop school- or district-wide resources, goals, or strategies, often specializing in a subject	Expert teachers who team teach, manage, and coach a team of teachers, serving as the teacher of record for all students served by the team	Teachers who plan, coordinate, and manage specific initiatives designed to address school needs or learning conditions
Subject Chair Grade-Level Chair PLC Lead Data Analysis Lead Peer Mentor Cooperating Teacher Mentor Teacher	Instructional Specialist Curriculum Lead PD Facilitator Instructional Lead	Multi-Classroom Leader Lead Team Teacher	Lead for: Community Outreach Cultural Competency Curriculum Transition Equity RTI Technology

# Teacher Leader Perspective

*“I like the idea of teacher leadership—everybody likes the idea of it, but it often feels like busywork. I wouldn’t mind doing extra work if it meant I could redesign how we do PD in my building, if I can influence what is going on in my classroom and the classrooms around me.”*

— ‘Annie,’ Teacher Leader

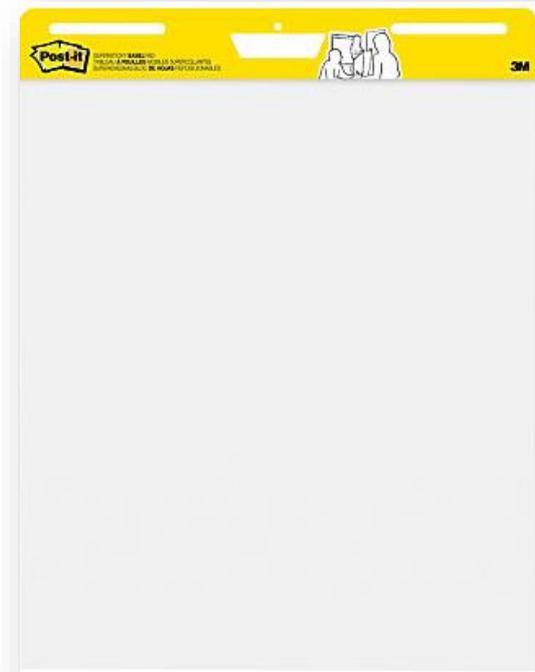


Source: New Leaders, Untapped (2015)

# Brainstorm

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- **What talent challenges have you seen in turnaround schools?**



# Challenges and Solutions

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## Common Challenges

1. Inequitable access to excellent teaching
2. Attract and retain great teachers
3. Need for job-embedded support for all teachers to improve
4. Principals can't do it all

# Challenges and Solutions

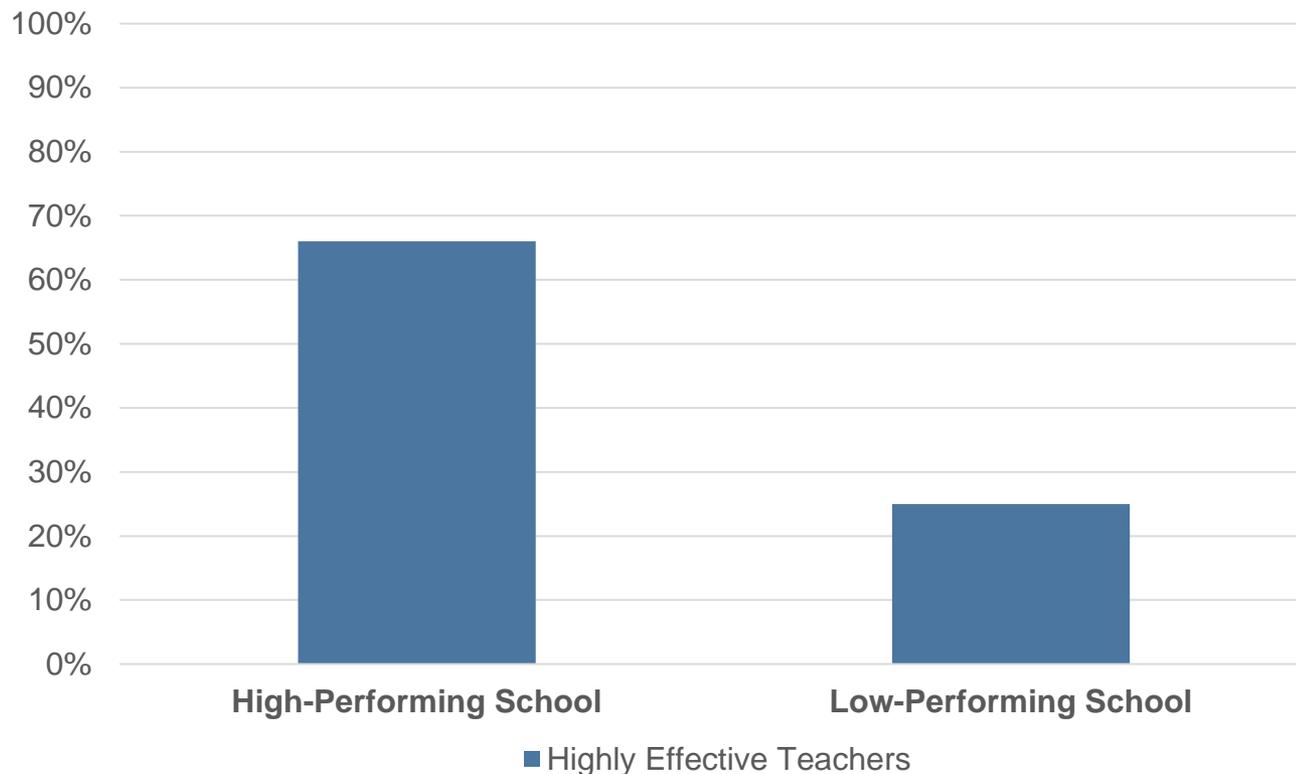
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# Inequitable Access to Excellent Teaching

## Likelihood of Access to Highly Effective Teachers



Source: TNTP (2012)

# Challenges and Solutions

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## Potential Solution

Use teacher leader roles to give more students access to great teachers

# Challenges and Solutions

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# Attract and Retain Great Teachers

## What working conditions make great teachers leave?

- My school is not committed to improving my instructional practice.
- Teachers at my school don't share a common vision of what effective teaching looks like.
- The expectations for effective teaching are not clearly defined at my school.

Turnover rates among Irreplaceables were 50 percent higher in schools with weak instructional cultures.

# Attract and Retain Great Teachers

FIGURE 11 | LOW-COST RETENTION STRATEGIES FOR IRREPLACEABLES



Source: TNTP (2012)

# Challenges and Solutions

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## Potential Solution

Offer teacher leader roles with more responsibility and authority, with higher pay

# Challenges and Solutions

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# Need for Job-Embedded Support

for All Teachers to Improve

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**44% of teachers**

say that there is not enough time  
built into their daily schedule for professional development

**12% of teachers**

report receiving coaching as often as weekly

Source: Bill & Melinda Gates Foundation (2014)

# Need for Job-Embedded Support

for All Teachers to Improve

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## **Characteristics for success:**

Facilitated by teacher leaders

Uses an improvement cycle

Protected time to meet

# Challenges and Solutions

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## Potential Solution

Teacher leader has daily scheduled time to lead professional learning of small teams

# Challenges and Solutions

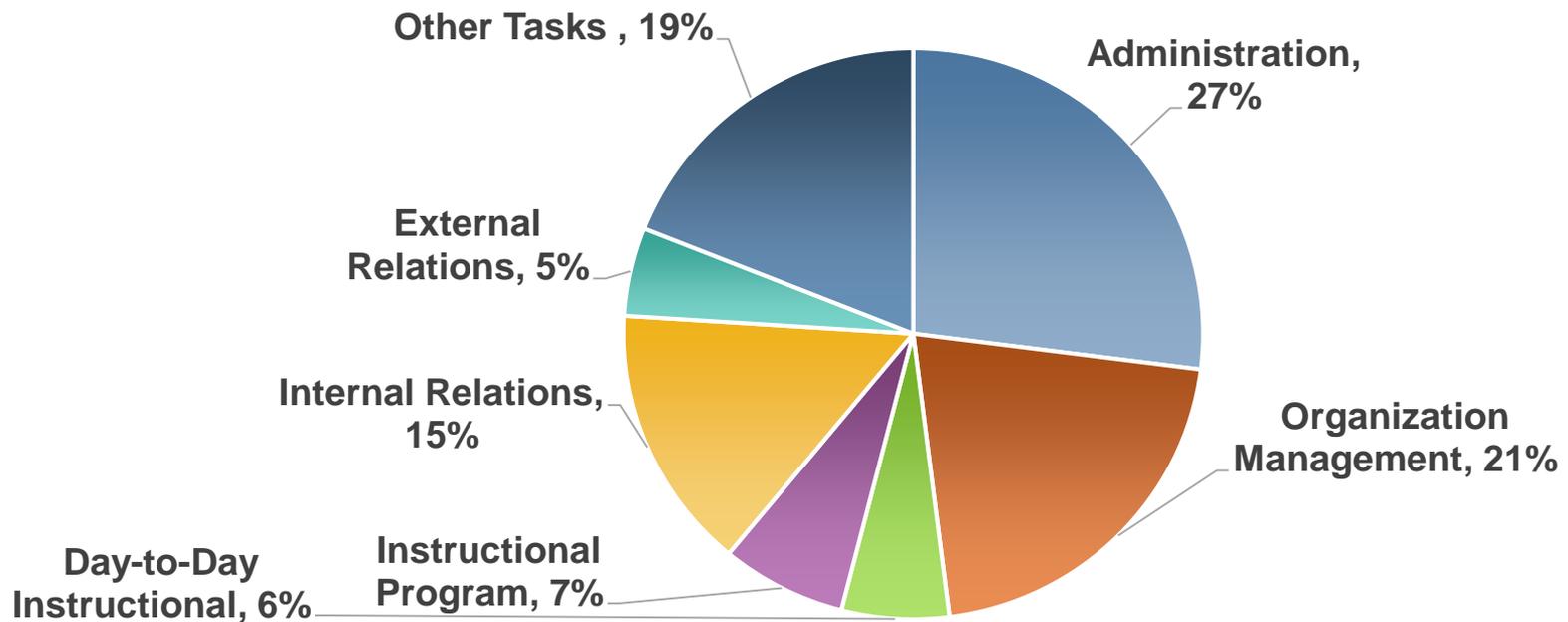
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# Principals Can't Do It All

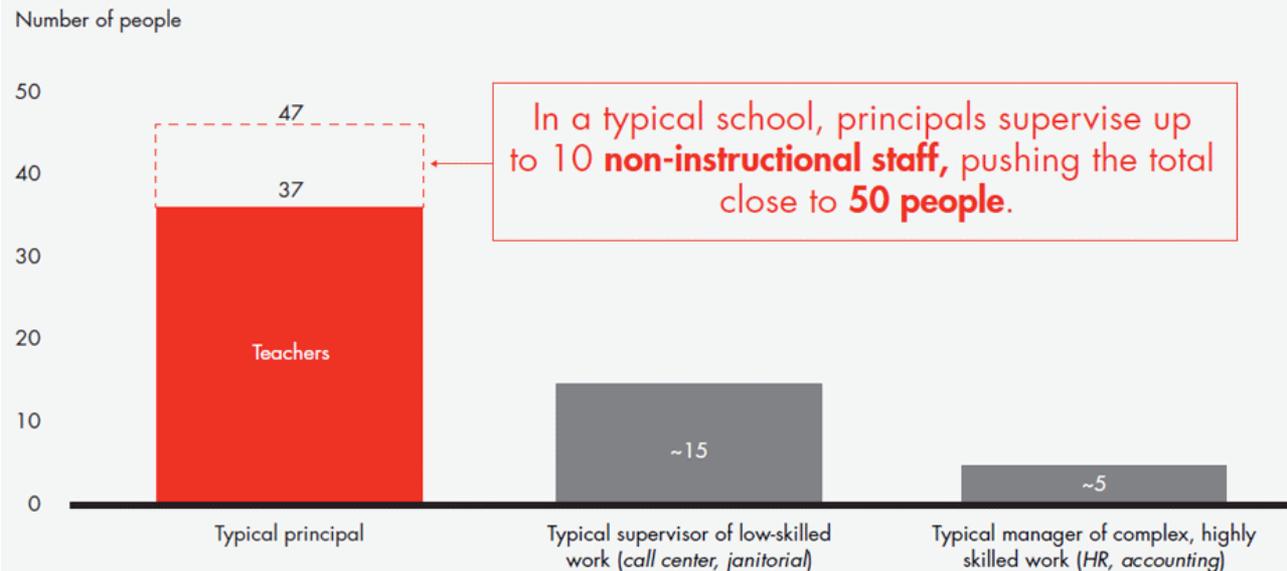
## How Do Principals Use Their Time?



Source: Horng, Klasik, and Loeb (2009)

# Principals Can't Do It All

*Figure 4:* Principals manage many more people than do leaders in other fields

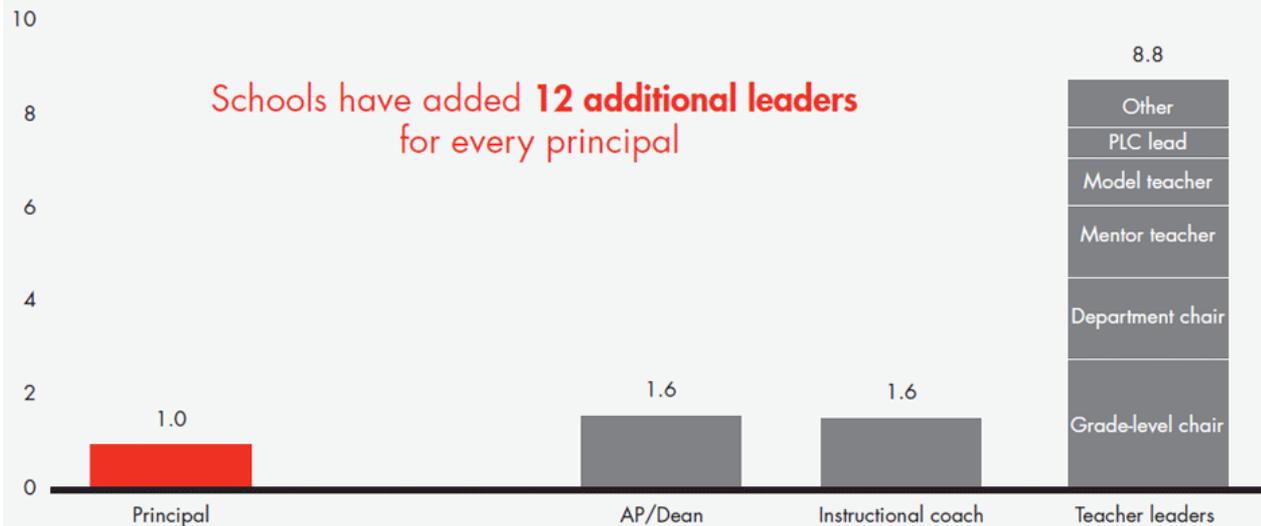


Sources: Bain Distributed Leadership Study 2015; Bain Organization practice

# Principals Can't Do It All

*Figure 9:* Schools have added a large number of roles in an attempt to assist principals with leadership responsibilities

Indexed number of leaders/principal in a representative district (principal=1)



Source: Bain Distributed Leadership Study 2015

# Challenges and Solutions

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## Potential Solution

Principals work with a team of teacher leaders to provide instructional leadership

# Challenges and Solutions

Activity: Rapid Response Rounds

## Common Challenges

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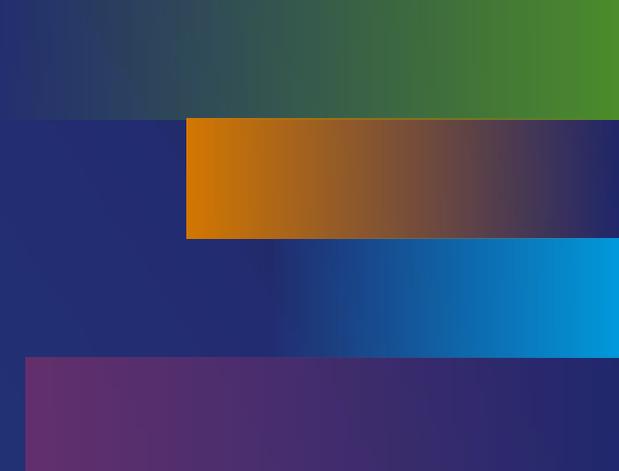
## Potential Solutions

Use teacher leader roles to give more students access to excellent teachers

Offer teacher leader roles with more responsibility and authority, with much higher pay

Teacher leader has daily scheduled time to lead the professional learning of a small team

Principals work with a team of teacher leaders to provide instructional leadership



# High-Impact Teacher Leadership Roles

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# A Framework for High-Impact Teacher Leadership in Turnarounds

Factors	Description
<b>Selectivity</b>	<ul style="list-style-type: none"> <li>• Has proven ability to achieve greater than expected student growth</li> <li>• Demonstrates competencies needed to lead adults</li> <li>• Has content expertise and experience</li> </ul>
<b>Teach and Reach More Students</b>	<ul style="list-style-type: none"> <li>• Directly instructs some students, in whole class or small group</li> <li>• Reaches substantially more students by coaching a team</li> </ul>
<b>Authority, Autonomy, and Accountability</b>	<ul style="list-style-type: none"> <li>• Has authority to direct and support colleagues in their work</li> <li>• Has autonomy to make decisions regarding their time and work</li> <li>• Has access to leaders and resources to move their work forward</li> <li>• Has a formal evaluation aligned to the specific responsibilities</li> </ul>
<b>Time to Lead</b>	<ul style="list-style-type: none"> <li>• School schedule protects teacher leader’s time for teacher leader responsibilities</li> <li>• School schedule allows flexibility for teacher leader to determine best use of time</li> </ul>
<b>Pay</b>	<ul style="list-style-type: none"> <li>• Pay increases to match increased responsibilities and additional time required, if applicable</li> </ul>

Adapted from: Public Impact, The Whole Package (2015)

# Case Study

## How Principals Use Multi-Classroom Leadership (MCL) in School Turnarounds

### Learn from a principal:

Alison Harris Welcher

Ranson IB Middle School

Project LIFT in Charlotte-Mecklenburg Schools

### Discussion questions:

- What are key factors of the teacher leader roles that Ms. Welcher implemented?
- How did she leverage her teacher leader roles to change teaching and learning?



# Gauging the Potential

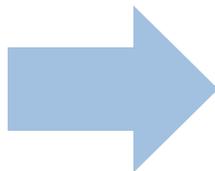
## Teacher Leader Roles in Turnaround



Erin Burns, MCL,  
Charlotte, North Carolina

*“As PLC lead, I was in the dark. Teachers may have articulated brilliant lessons during meetings, but I had no idea—and definitely no authority to see—what they actually looked like behind closed doors.”*

Source: Barrett (2016)



*“[As a Multi-Classroom Leader (MCL)] my schedule’s flexibility also lets me have frequent informal meetings with teachers in the hall and their classroom while co-teaching. They know they can tell me where they need help, without fear. “Ms. Burns, I just tried to explain protein synthesis and they looked at me like I’m crazy. Can you come into my second-block class and tell me what I’m doing wrong?”*

Source: Burns (2017)

# Activity

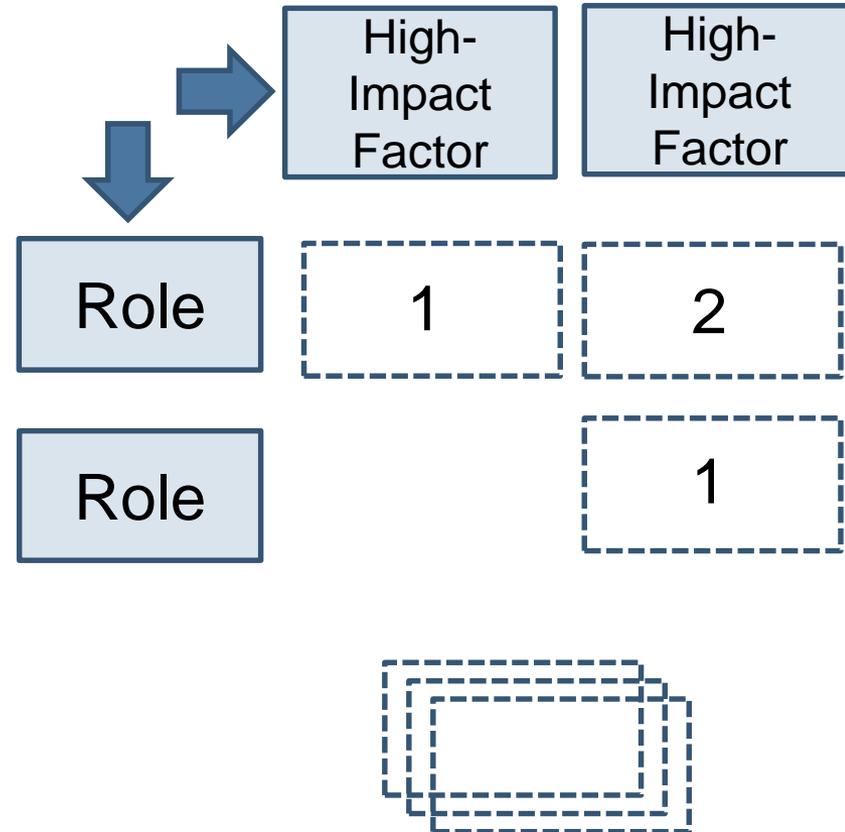
## Identify High-Impact Factors of Teacher Leader Roles

**Step 1:** Use *the teacher leader role* cards to form a column on the left, and form a row at the top with your *high-impact factors* cards.

**Step 2:** For each teacher leader role description card, discuss whether it matches a high-impact factor. If so, place in appropriate column. If not, put the card off to the side.

**Step 3:** For each teacher leader role, tally how many high-impact factors it addresses.

**Closing:** How were the teacher leader roles high impact? Where did they fall short? What implications would this have as you aim to address talent challenges?





# Bold Actions to Get There

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# Why Boldness Is Needed

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“Turnaround efforts are made when organizations are in a state of entrenched failure.”

Source: Steiner and Hassel (2011, p. 2)

# Boldness Benchmarks

## for Turnaround States and Districts

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**Ambition.** Setting goals high enough so that meeting them would close most talent gaps in turnaround schools.



**Large-scale impact.** Ensuring that your target population will be reached by a strategy.



**Change the fundamentals.** Altering the talent picture for high-need schools by changing the organization, roles, use of time, and funds spent.



**Financially focused.** Directing sufficient dollars to strategies that contribute to ambitious, large-scale change.



**Sustainable.** Funded from recurring budgets, not temporary funds.



**Systemic.** Work across teams and departments to make your efforts larger scale, more financially focused, and sustainable.

# Boldness Benchmarks

## Turn and Talk

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- Which boldness benchmarks seem most important to establishing high-impact teacher leader roles in turnaround schools?
- Which of the benchmarks are typically part of your decision making? Which are not?
- How might you use the boldness benchmarks in your state or district?



# Pilot User Feedback: Self-Assessment Tool and Reflection

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# Self-Assessment Tool Feedback

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- What should a self-assessment tool help you consider as you review current teacher leader practices?
- What questions would you like to be able to answer with a self-assessment tool?

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