Teacher Leadership: Exploring the Concept and Setting a Standard
Teacher Leadership Exploratory Consortium

- **Organizations**
  - AFT, CCSSO, CTQ, Danielson Group, ECS, ETS, LPA, NAESP, NEA, NSDC
- **State agencies**
- **Teacher Leaders**
  - NJ (Stewart), NY (Izzo), TX (Ash, Navarro), WA (Swant)
- **Principals**
  - NJ (Shine), NY (Gilhuley), OH (Combs), TX (Boyd)
- **Superintendents**
  - VA (Dale and Butz)
- **Institutions of Higher Education**
  - Bethel (Jantz), Brandeis (Troen), Harvard (Boles), Montclair (Cutler), Princeton (Catena), Temple (Ramirez), UW Madison (York-Barr), Virginia Commonwealth (Dozier)
Developing model standards

- Research – what’s out there?
  - Adult learning theory and models
  - Facilitation
  - Collaboration
  - Negotiation
  - Cultural awareness
  - Network building
  - Advocacy
  - Role of researcher
Developing model standards

- Examined existing models
  - NSDC (Killion)
  - Danielson
  - York-Barr
- Examined existing standards/frameworks
  - INTASC
  - ISLLC
  - Arkansas: Framework for Instructional Facilitator
  - Kansas: Teacher leader standards
  - Kentucky: Teacher leadership information
  - West Virginia: Teacher standard five
- Conducted survey of teacher leaders
Content needed to move from teacher to teacher leader

- Adult learning models
- Partnerships with peers and administrators
- Communication strategies
- Trust and relationship building
- Organizational Savvy
- Change Orientation
- Balancing advocacy and inquiry
- Coaching, observation and mentoring skills – feedback
- Professional practices
- Change theory
- Education policy
- Analyze the professional practice of one’s own and others
- Knowledge of research for teaching and learning
- Facilitation skills
- Cultural competencies across populations
First iteration standards language

- 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 Community
- 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 serves as an individual of influence and respect within the school, community and profession.
Domain I: Functions

The teacher leader:

- Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change;
- 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;
- Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- Uses knowledge and understanding of different backgrounds, ethnicities, cultures and languages to promote effective interactions among colleagues.

By colleagues, we mean members of the school community, including teachers, administrators, specialists and others involved in the education of children at the school or district level.
The teacher leader understands how educational 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.
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.
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 instructional practices are aligned to a shared vision, mission and goals.
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.
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.
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 serves as an individual of influence and respect within the school, community and profession.
The standards booklet

- Preface
- Acknowledgements
- Consortium members
- Introduction
- Vision
- Standards
- Policy
- Glossary
- References
- Mapping to InTASC and ISLLC standards
Today’s panel

• Carol Riley, *Professional Development and Special Services; Director, National Principals Mentor Certification Program – National Association of Elementary School Principals*

• Jack Dale, *Superintendent, Fairfax County Public Schools*

• Steven Gilhuley, *Principal, Howard T. Herber Middle School, Malverne School District, New York*

• Marguerite Izzo, *Teacher Leader, Howard T. Herber Middle School, Malverne School District, New York; New York State Teacher of the Year 2007*
The Principal's Role

School leadership evolves
Principal training and development
Adult learning environment
Environmental systemic support
Developing Teacher Leaders

More than traditional professional development

Preparation and induction

Potential, skill, and aspiration

Recognizing and rewarding expertise
Characteristics of Teacher Leaders

1. Bring best practices and action research

2. Supporting student achievement decision-making based on relevant data

3. Outspoken advocacy within the walls of the school and in community

4. Knowledge base in adult development & student learning
Best Practices on the Continuum

Systemic design

Laser focus on student achievement

Culture that embraces collaboration

Environment supports peer leadership

“...the perils of the unarmed prophet”

Jinkins & Jinkens
Outcomes and Results

1. New roles are implemented
   - Formal and informal leaders
   - Team leaders
   - Instructional specialists

2. Influence the direction of school and district

3. Professional conversations increase

4. Innovation and creativity

5. Clear focus and vision
“...the development of teacher leadership is not as an isolated function of a particular individual but as a collaborative group working to refine and perfect practice. A recipe for leaders to follow would be to find the absolute best people, create a process in which they work collaboratively and can thrive, empower them, and support them to run and do amazing things. There’s an entrepreneurial spirit that underlies and frames teacher leaders which principals must harness to produce great results for kids and communities.”

- Dwayne Young, Centreville Elementary School, VA
Assumptions for Professional Roles Compensation System

- Teaching is now full-time
- Teaching includes duties outside of the classroom
- Effective schools require teamwork
- Multiple careers exist in education
- Teaching must be attractive to recruits
Professional Educator Role Options

- School Improvement
- Feeder/Cluster Improvement
- Classroom Instruction
- New Teacher Support
- Student Transitions
- Extended Student Learning
- Traditional Classroom Role
Goals for Teacher Leadership

• Student achievement
• Instructional innovation
• Professional Learning Community
• Teacher retention
• Cost efficiencies
Creating Positive School Culture Through Teacher Leadership

Teacher Leader Model Standards

Steven Gilhuley, Principal Howard T. Herber Middle School
Marguerite Izzo, 2007 New York State Teacher of the Year
Malverne Union Free School District

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Breakdown by Schools

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"When the battle begins it is more important that the soldiers know the plan than the generals."

-Alexander the Great
Domain I

• *Fostering a Collaborative Culture to Support Educator Development and Student Learning*
Collaboration between Teacher Leaders, Principals and Students

Teacher Leader Model Standards
Functions

The teacher leader:

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;

d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.
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