

TEACHER LEADERSHIP

Alaska School Leadership Institute
Anchorage, AK



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I FACILITATE THINKING.
I ENGAGE MINDS.
I LISTEN TO QUESTIONS.
I ENCOURAGE RISK.
I SUPPORT STRUGGLE.
I CULTIVATE DREAMS.
I LEARN EVERY DAY.

I TEACH.



What is Teacher Leadership?

- Teachers typically define career satisfaction in terms of their ability to be of service to others and make a difference in the lives of their students.

(McLaughlin & Lee, 1988)

- Teachers view leadership as a collaborative effort, a “banding together” with other teachers to promote professional development and growth and the improvement of educational services.

(Troen & Boles, 1992)

(Boyd-Dimock and McGree, 1995)



What are the benefits of Teacher Leadership?

- Personal gains
- Intellectual and professional growth
- Decreased isolation
- Confronting obstacles as a team
- Role definitions
- Time
- School culture



(Boyd-Dimock and McGree, 1995)



Skills of a Teacher Leader

- Building skills and confidence in others
 - Providing support and encouragement for other teachers
- Building trust and developing rapport
 - Building support with parents and community
 - Building a team spirit among the faculty
- Diagnosing organizational conditions
 - Analyzing and making program adjustments/improvements
- Dealing with processes
- Managing the work

(Lieberman, Saxl, and Miles, 1988)
(Boyd-Dimock and McGree, 1995)



Skills of a Teacher Leader

- Promoting a clear vision
- Taking initiative
- Persevering in the face of obstacles
 - Exercising patience
- Facilitating communication and reflection among the faculty
- Celebrating and recognizing program successes
 - Using alternative strategies such as a summer program to build skills

(Boyd-Dimock and McGree, 1995)



10 Ways to be a Teacher Leader

1. Resource Provider
2. Instructional Specialist
3. Curriculum Specialist
4. Classroom Supporter
5. Learning Facilitator
6. Mentor
7. School Leader
8. Data Coach
9. Catalyst for Change
10. Learner

(Harrison and Killion, 2007)



1. Resource Provider

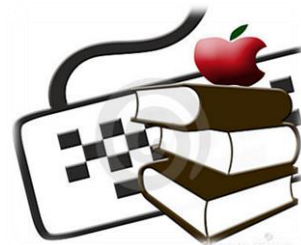
Shares Resources

Instructional

- Websites
- Instructional materials
- Readings
- Grade-level pacing guides
- Lesson or unit plans
- Resources to use with students

Professional

- Articles
- Books
- Assessment tools



(Harrison and Killion, 2007)



2. Instructional Specialist

- Help colleagues implement evidence-based teaching strategies.
- Aid colleagues in incorporating strategies into lesson plans or differentiating instruction.
- Study and practice the use of research-based classroom strategies (Marzano, Pickering, & Pollock, 2001)
- Explore appropriate instructional methodologies and share findings with colleagues.

(Harrison and Killion, 2007)



3. Curriculum Specialist

- Understand content standards
- Links between the different curriculum components
- Use the curriculum in planning instruction and ensuring that assessments appropriately link to the curriculum.
- Consistent implementation of the throughout the school.
- Ensure that teachers understand and agree on the standards
- Monitor fidelity of the adopted curriculum
- Ensures the use of pacing charts
- Aids in the development of assessments

(Harrison and Killion, 2007)





4. Classroom Supporter

- Work inside classrooms to help teachers implement new ideas through
 - lesson demonstration
 - co-teaching
 - observing and giving feedback through reflective conversations
- Teacher's self-efficacy is enhanced through consultation with peers. (Blase and Blasé, 2006)
- Examples of work are through the use of graphic organizers, manipulatives, and kinesthetic activities.

(Marzano et al., 2001)
(Harrison and Killion, 2007)



5. Learning Facilitator

- Assist with the planning of professional development
- Facilitating professional development
 - Becomes more relevant
 - Focused on teachers' classroom work
 - Aligned to fill gaps in student learning

“When teachers learn with and from one another, they can focus on what most directly improves student learning.

(Harrison and Killion, 2007)



6. Mentor

- Serves as a role model
 - By helping new teachers become familiar and acclimated to the school
 - Advise new teachers about school-wide instruction, curriculum, procedures, practices and politics
 - Mentors student teachers

(Harrison and Killion, 2007)



7. School Leader

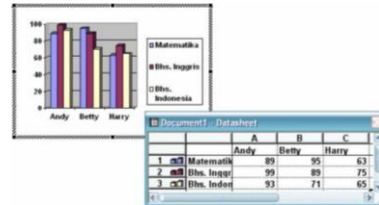
- Shares the school's vision
- Professional goals are in alignment with the school and district
 - Membership on the School Improvement Team
 - Serve as Grade-level or Department Chair
 - A supporter of school initiatives
 - School Representative on community or district task forces or committees

(Harrison and Killion, 2007)



8. Data Coach

- Lead conversations in data analysis
- Use information to enhance instruction



(Harrison and Killion, 2007)



9. Catalyst for Change

Visionaries!

- “Never content with the status quo but rather always looking for a better way.”
(Larner, 2004, p.32)
- Secure in their own work
- Strong commitment to ongoing improvement
- Pose questions to generate analysis of student learning

(Harrison and Killion, 2007)



10. Learner

- Most important role!
 - Model continuous improvement
 - Demonstrate on-going, life-long learning
 - Use information to assist in school-wide achievement



(Harrison and Killion, 2007)



How does one get started?

- What does my school need?
- What do my colleagues need?
- What are my strengths?
- What is my skill set and how does it fit into these 10 areas?
- Are there some other areas where I might lead at my school?

(Harrison and Killion, 2007)



Additional Ways to Lead

- Research colleague
- Develop and implement programs they personally believe will result in positive change

(Troen & Boles, 1992)

(Boyd-Dimock and McGree, 1995)



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Resources

Boyd-Dimock, Victoria and Kathleen M. McGree.
"Leading change from the Classroom: Teachers as
Leaders". *Issues...about Change* (1995): Volume 4
Number 4

Harrison, Cindy and Joellen Killion. "Teachers as
Leaders." *Educational Leadership* (September 2007):
Volume 65 Number 1: Pages 74-77



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