Teacher Leadership: Principles and Practice

Alma Harris and Daniel Muijs; National College for School Leadership (NCSL) (2003)

Harris and Muijs, in conjunction with the National College of School Leadership, provide examples of teacher leadership roles collected from schools around the world. They suggest there are four dimensions of teacher leadership: brokering, participative leadership, mediating and close relationships with other teachers. In addition, they identify six primary activities of teacher leaders: continuing to teach and to improve individual teaching proficiency and skill; organizing and leading peer review of teaching practices; providing curriculum development knowledge; participating in school level decision making; leading in service training and staff development activities; engaging other teachers in collaborative action planning, reflection and research.

Ten Roles for Teacher Leaders

Cindy Harrison and Joellen Killon; Educational Leadership (2007)

Harrison and Killon provide a description of 10 ways teachers can contribute as leaders within their schools. The roles include: resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, catalyst for change and learner.

Teacher Leader Model Standards

Teacher Leadership Exploratory Consortium (2009)

In May 2008, a group of concerned educators convened to examine the current research and thinking about the critical leadership roles that teachers play in contributing to student and school success. This initial group subsequently expanded its membership and mission to form the Teacher Leadership Exploratory Consortium, which represents a broad array of education organizations, state education agencies, teacher leaders, principals, superintendents, and institutions of higher education. This expanded group embarked on the development of model standards for teacher leadership. *The purpose of these standards is to stimulate dialogue among stakeholders about what constitutes the knowledge, skills, and competencies that teachers need to assume leadership roles in their schools, districts, and the profession.*

Redesigning Schools to Reach Every Student with Excellent Teachers: Teacher, Leader, and Paraprofessional Career Paths

Public Impact (2012)

This model illustrates several paths a school district can create to make sure the best teachers are reaching the greatest number of students. This can be achieved through: class-size increases, multi-classroom leadership, remote teaching, elementary specialization, and time-technology swaps.

Teacher Leadership as a Key to Education Innovation

National Comprehensive Center for Teacher Quality (2010)

This policy brief produced by the National Comprehensive Center for Teacher Quality defines teacher leadership and then examines strategies for teacher leadership to facilitate improvement in schools. Furthermore, they define specific roles of teacher leaders and supply examples of implemented teacher leadership programs.

Using Career Ladders to Recruit and Retain Effective Educators: Lessons Learned From the Field

Catherine Jacques; American Institute for Research (AIR) (2012)

Jacques, in conjunction with the America Institutes for Research, examines career ladder systems throughout the country. In particular, the article provides insights on how to design effective career ladders. According to Jacques, "Career ladders should be aligned with all other components of a human capital management system, be designed in regard to school climate and culture, create meaningful and differentiated roles for educators, and be supported sustainably by school and district leadership."

Transforming Teaching: Connecting Professional Responsibility with Student Learning

Commission on Effective Teachers and Teaching (2010)

The report calls for a teacher-led, team-led school system with tiered compensation. The Commission on Effective Teachers and Teaching's vision rests on three principles: student learning is always at the center of the system; teachers' primary responsibility is student learning; and, effective teachers share the responsibility of teacher selection, evaluation and dismissal.

Overcoming the Obstacles to Leadership

Susan Moore Johnson and Morgaen L. Donaldson; Educational Leadership (2007)

Moore Johnson and Donaldson analyze the obstacles faced by teacher leaders. The long influence of existing teaching practices-autonomy, egalitarianism, and seniority- have created a static system that does not encourage collaboration. The authors also provide guidance on how schools and principals can help ensure the success of teacher leaders.

Teacher Leadership: Leading the Way to Effective Teaching and Learning

Barnett Berry, Alesha Daughtrey, and Alan Wieder; Center for Teaching Quality (CTQ) (2010)

The Center for Teaching Quality in partnership with the nonprofit organization The Teachers Network, has created a report that analyzes the parallels between teacher leadership and teacher effectiveness. They have used surveys and interviews of teachers in urban, high-needs schools to weigh in on changes that could be made to create a healthy future teaching profession.

Many Ways Up, No Reason to Move Out

Center for Teaching Quality (CTQ) (2011)

This model was developed by the Center for Teaching Quality (CTQ) and the New Millennium Initiative (NMI) to improve the structure of the teaching profession. The NMI is a collaboration of early-career and veteran teachers of California. The report outlines three strategies to transform the teaching profession: prepare new teachers for long-term success; provide ongoing high-quality professional development; and reshape the career paths available to talented teachers.

The Benwood Plan: A Lesson in Comprehensive Teacher Reform

Elena Silva (2008)

Education reform that was implemented in Hamilton County, Tennessee has been touted as one of the most successful in the country. This success has been attributed to current teachers improving the quality of their instruction. By improving from within, Hamilton County was able to retain teachers and increase student achievement.

Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education

Richard F. Elmore, The Albert Shanker Institute (2002)

Elmore suggests that the education system needs to acknowledge human skill and knowledge and invest in it. There is a gap between the ideal and the real knowledge of a teacher. Elmore promotes rewarding teachers for tangible, practical knowledge, not simply knowledge for knowledge's sake. He also describes the components of effective professional development.

Task Force on Teacher Leadership and Compensation

Iowa Department of Education (2012)

In response to the Governor's blueprint for education, the Iowa Legislature established the Teacher Performance, Compensation and Career Development Task Force. The Task Force was comprised of 25 leaders, representatives from education and business. Over a seven-month schedule of meetings, the Task Force used a collaborative, inclusive, consensus-based process to develop 13 recommendations that they believe will improve student performance in the State of Iowa by strengthening instruction in the classroom.

Re-Imagining School Leadership for the 21st Century

VIVA ISEA Teachers Writing Collaborative (2012)

The leaders of the State of Iowa have recognized that we must find a way to tap the best and brightest of our teachers to take on more leadership responsibilities in our schools if we are to give all students the high quality education they deserve. The VIVA (Voices Ideas Vision Action) ISEA Teachers Idea Exchange invited all members of the Iowa State Education Association to share their professional expertise about what leadership roles teachers can and should play in a school or district. The Report lays out 17 recommendations for ways to make Teacher Leadership a sought-after and effective way to run schools.

STATE AND DISTRICT EXAMPLES OF TEACHER LEADERSHIP AND COMPENSATION SYSTEMS[1]

Arizona

- **Arizona Teacher Career Ladder:** Arizona operated one of the most extensive, longest lasting and effective teacher career ladder programs in the country. This policy brief from the Center for Educator Compensation Reform describes some of the key components of the system.

Center for Educator Compensation Reform. (2010). Case summary: Arizona career ladder program.

Minnesota

- **Q Comp:** The voluntary, legislatively created program allows districts and charter schools in Minnesota to create individualized plans that meet five components of the law. These components include: career ladder/ achievement options, job-embedded professional development, teacher evaluation, performance pay, and an alternative salary schedule. In this program a school's performance is assessed as a unit rather than evaluating each individual teacher. Currently, 60 Minnesota school districts and 62 charter schools have implemented this program and have received $260 per student to execute the components of the reform.

Click here for more information on Q Comp

Baltimore, Maryland

- **Career Pathways:** The Career Pathways system focuses on a self-paced, four-step system that encourages professional growth. The four main pathways are Standard, Professional, Model and Lead. Teachers grow from one pathway to the next through peer review, leadership, continual learning and student growth. This career model allows teacher's to take control over their professional pathway and compensation through "achievement units."

- **Achievement Units (AU's):** Teachers at the City Schools in Baltimore move through each Career Pathway by earning AU's. These can be earned through satisfactory evaluations, professional development, and contributions to the school, district, colleagues and student learning. For every twelve AU's a teacher accumulates, they move one interval forward in their career pathway.

- **Additional Information:**
  - Career Pathway webpage on the Baltimore City Schools website
  - Additional information on Achievement Units
  - Model rubric for teacher selection evaluation within a career pathway

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[1]*The Iowa Department of Education does not officially endorse any of the models listed in this document. These examples are provided simply as a resource for local school districts to examine how other school districts and states have developed similar teacher leadership and compensation systems.*

Denver, Colorado

- **ProComp:** The ProComp structure was created in 2005 to retain and reward excellent teachers within the Denver Public School system. ProComp offers incentives to teachers who fit any combination of the following four criteria: illustrate student growth within their classroom; demonstrate new knowledge and skills to enhance their classroom; excel on professional evaluations; and, choose to work in hard-to-serve schools or teach hard-to-staff subjects.

- **Professional Development Units (PDU's):** Professional Development Units (PDU's) are earning tools within the ProComp system. The PDU's can be earned by taking a university class, going to a conference or designing a project with other educators. The educator must fulfill three steps to earn the incentive: study, demonstrate and reflect.

- **Additional Information:**
  - ProComp webpage on the Denver Public School website
  - Executive Summary of the ProComp System
  - Additional information on Professional Development Units
  - PowerPoint Presentation on Professional Development Units
  - Example and Quick Summary of the ProComp system

TAP System and Eagle County, Colorado

- **TAP System:** Created by the Milken Family Foundation, the TAP system creates opportunities for career advancement. There are four main elements that make up the TAP System: multiple career paths; ongoing supplied professional growth; instructionally focused accountability; and performance based compensation.
  - TAP Elements
  - TAP Overview

- **Eagle County:** Eagle County developed a modified version of the TAP System. Eagle County teachers can hold one of three positions within the program (Career, Mentor, or Master), each with differing responsibilities and compensation.

- **Additional Information:**
  - Additional information on the implementation of this program in Eagle County
  - Brochure on Professional Excellence, Accountability, and Recognition
  - Process of selecting Mentor and Master teachers

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