Teacher Leadership
Defining Roles and Destinations

Casey Reason, Ph.D.

LOP129: Teacher Leadership:
Defining Roles and Destinations
COMPETENCY: GOVERNANCE AND LEADERSHIP

• Level 2: Mobilizing & Power Building
• Level 3: Agenda Driving
  – Effectively executes governance and leadership responsibilities
  – Develops self and others as leaders
The Top 100 Results for “Teachers” in Google Images
67 Pictures of Teachers...

- Women: ?
- Men: ?
- Images of teachers working together: ?
67 Pictures of Teachers...

- Women: 52
- Men: 15
- Images of teachers working together: 1
Teachers working together?
Pictures of apples: ?
Pictures of apples:

20
Pictures of chalk boards: ?
Pictures of chalk boards:

44
Pictures of teachers using technology: ?
Pictures of teachers using technology: 2
Laptop!!
Showing teachers leading learning in the classroom: ?

Teachers in lecture mode: ?

Other learning modes: ?
Showing teachers leading learning in the classroom: 44

Teachers in lecture mode: 33

Other learning modes: 12
Student Achievement “Within” School Differences

30 Year Meta Analysis Conclusion:

“Within-school dispersion in achievement was nearly 5 times larger than the between-school Variation” (Konstantopoulos, 2006).
Student Achievement “Within” School Differences

30 Year Meta Analysis of statistical significance:

“Differences in student achievement between teachers within the same school are much larger than differences in achievement between schools” (Konstantopoulos, 2006).
Mirror Images: Reflections on Teacher Leadership
The Learning Advocate

Learning Advocates are teacher leaders who advocate the promotion of learning as their ultimate mission.
The Learning Advocate

• Their decisions benefit student learning. They consistently work toward the improvement of individual and team learning with the adults who work in school.

• The Learning Advocate understands significant change in school only evolves when the adults in that school learn something new and take action with the new knowledge.

• The Learning Advocate is constantly learning new things. Their passion for learning is contagious.

• The Learning Advocate helps us learn more, do more, and ultimately become more.
The Learning Advocate

ACTION STEPS:

1. Commit to the Consistent Study of the Science of Learning
2. Consistently Ask the Question, “When Are We Going to Address Learning?”
3. Consistently Promote Fun and Engaging Learning Opportunities with Colleagues
4. Develop Communities of Learning
5. Publicly Promote Learning in Local Community and Beyond
The Learning Advocate

ACTION STEPS:

6. Advocate for Needs-Based Professional Development and Continuous, Organic Learning Opportunities

7. Establish Mission Specific Action Study Teams or Action Learning Networks

8. Identify National and International Learning Partners

9. Endorse the Pursuit of Special Certifications and Graduate Degrees with a Focus on Learning

10. Encourage the Formation of Cohort Teams to Pursue Special Training or Certification or Masters or Doctoral Degrees

11. Read and Reflect, Read and Reflect
The Believer

The Believer is an extremely influential teacher leader whose power is derived from an uncompromising reservoir of passion.
The Believer

• Believers have passion for their students, colleagues, parents and the community. They believe in the lofty aspirations of their profession and are proud of the fact that they teach.
• While believing that anything is possible, they are realistic and wise and are able to notice the shortcomings and pitfalls of their profession.
• They are courageous and are constantly pursuing untapped potential and possibility.
• These teacher leaders consistently express hope, courage, and patience. They lead by combining wisdom and emotion and embrace an uncompromising belief in themselves and their profession.
The Believer

ACTION STEPS:
1. Consistently Seek Out Models of Excellence
2. Consistently Discuss What Is Possible
3. Encourage Actions (Small and Large)
4. Take Time to Reflect on Both Actions and Results
5. Apply Logic to Naysayers
6. Confront Saboteurs
7. Teachers in Action: Establish Personal Belief Statements
The Transformationalist

The Transformationalist is a teacher leader with an acute capacity to create, articulate, and then implement a vision for change that is ambitious, inspiring, and transformative.
The Transformationalist

• The Transformationalist is capable of visualizing outlandishly successful outcomes with great levels of specificity.

• Furthermore, they are willing to lead, follow, and support numerous aspects of deep change en route to what might have been previously unattainable or unimaginable goals or objectives.

• The Transformationalist can see dramatically different results on the horizon, can visualize a pathway to get there, and can work towards that vision every step of the way.
The Transformationalist

ACTION STEPS:

1. Endorse Empowerment or Act Empowered
2. Set the Bar High and Plan for Action and Accountability
3. Be Willing to Dream Big but Act Small
4. Become Strategic in Building Your Vision
5. Lead With a Focus on People
6. Adopt the Belief That Failing to Take Action Is Its Own Failure
The Transformationalist

ACTION STEPS:

7. Ask Courageous Questions Aloud Whenever Possible
8. Take Action Immediately and Consistently
9. Consistently Revisit Plans, Actions, and Destinations
10. Present Data and Offer Comparisons
11. Provide Models of Excellence and Ask “Why Not?”
12. Offer Time for Collaboration and Reflection in Times of Change
The Synergizer

The Synergizer is a teacher leader who can join a group and make them a team.
The Synergizer

• Synergizers can help a team ascend to even greater heights. They influence a team in a number of ways but one of their unique gifts revolves around the capacity to develop and nurture professional networks of support and influence, both locally and beyond.

• The Synergizer knows where to look for answers and can call on friends and colleagues in a variety of settings to lend a hand. While there is strength in numbers, there is even greater strength when those numbers pull together into teams of highly-effective collegial partners who learn to work synergistically in pursuing those goals that matter most.
The Synergizer

ACTION STEPS:

1. Take Seriously the Formal Steps in Building a Network
2. Generously Disseminate With Whom You Connect and That Which You Collect
3. Use a PLC for Local Networks, and ask the PLC to make Networking a Goal
4. Adopt a State or National Sister School or Partner
5. Adopt an International Sister School or Partner
The Synergizer

ACTION STEPS:

6. Send Teachers to a Conference and Require Networking and Collaboration
7. Give New Teachers a Chance to Lead
8. Host a Blog Space for Teachers Only
9. Make Networking and Building Synergy Mandatory Especially at Critical Times of Change
The Method Master

The Method Master is exceptional in the art of selecting, learning, and applying instructional methods that consistently stimulate authentic student learning.
The Method Master

- These teachers know their trade and are always enhancing old tools and collecting new ones.
- They share their knowledge with others and improve the profession by advancing learning with state-of-the-art teaching.
The Method Master

ACTION STEPS:

1. Make Time for Individual and Team Reflection Related to Instruction
2. Pursue Advanced Training and Highly-Specialized Certifications
3. Set a Goal of Sharing Mastery and Learning from the Mastery of Others
4. Demonstrate a Willingness to Both Model and Observe
5. Develop a Capacity to Articulate Methods and Process Points
6. Focus on the Art and Science of Teaching
The Method Master

ACTION STEPS:

7. Demonstrate a Commitment to Practicing the Fundamentals
8. Willing to Give Up Their Favorite Approaches, Projects, or Initiatives from the Past
9. Identify Young Method Masters and Encourage Them to Lead
10. Make Hiring Decisions Based on Methodology and Personality
11. Include Instructional Methods as a Point of Collaboration in PLCs and Beyond
12. Create Study Groups with a Focus on Methodology
The Method Master

ACTION STEPS:


14. Offer Small, Local Research or Implementation Grants Featuring Best Practice Methodologies

15. Issue a “Go Ahead and Try” Pass

16. Establish a Standard for Best Practice Expectations with Instruction

17. Consistently Honor the Work of the Method Master
The Fully Invested Owner

Fully Invested Owners aren’t dabbling in teaching; they are all in.
The Fully Invested Owner

• They recognize the stakes are high and that each day in the classroom represents an opportunity to inspire and ignite the human potential.

• These leaders are invested in their students, their colleagues, the school, and the loftiest aspirations of the profession.

• They tend to have a long-term focus. They resist being bogged down by short-sighted thinking and nonsense political struggles.

• They know deep down that they are the school. Their performance each day stands to redefine the school and the greater possibilities of the profession.
The Fully Invested Owner

**ACTION STEPS:**

1. Move Your Whole Self In
2. Be on a Mission and Make Sure People Know What It Is
3. Teachers in Action: Replace “Us Versus Them” With Simply “Us”
4. Care for Your Investment
5. Acknowledge Their Investment Will Appreciate
The Fully Invested Owner

ACTION STEPS:

7. Initiate and Maintain Ceremony and Tradition
8. Stay Focused on Actions and Commitments
9. Take Every Opportunity Possible to Demonstrate Pride
10. Consistently Reward Ownership Behavior
11. Give Away Responsibility and Authority
The Present Balance Keeper

The Present Balance Keeper is a teacher-leader who understands that the challenges of the profession should inspire and engage you, not engulf you.
The Present Balance Keeper

• These teacher leaders understand the concept of time better than most and they know that investments in themselves will allow them to serve others more effectively and for a longer period of time.

• The Present Balance Keeper loves teaching and is extremely devoted to their profession. They simultaneously remain well-rounded, well-read, well-traveled, and as a result bring a variety of experiences, side talents, and perspectives back to their work as teachers.

• These teacher leaders know that having a variety of interests and maintaining a personal and professional balance makes them happier, healthier, and allows them to bring a fresh and empowered perspective to their work each day.
The Present Balance Keeper

ACTION STEPS:

1. Make Time in Life for the Pursuit of Personal Interests
2. Actively Seek Out Multiple Perspectives
3. Stay Committed to the Process of Debate
4. Willing to Connect, Collaborate, and Befriend a Diverse Set of Colleagues
5. Teachers in Action: Focus on Reflection and Resist Dwelling on the Past
The Present Balance Keeper

ACTION STEPS:

6. Focus on the Future While Resisting Attempts to Obsess On It

7. Passionately Live and Work in the Moment

8. Embrace the Concept of Continuousness and the Timeline Realities of Their Career

9. Strategically Pursue Ideal Learning States

10. Manage Your Own Physical and Emotional Fitness
The Present Balance Keeper

**ACTION STEPS:**

11. Invest in Yourself First and Resist Procrastination
12. Resist Over Commitment
13. Create Opportunities to Work on Teams and Develop PLCs
14. Consistently Ask “What Now” Questions
15. Set Specific Goals with Actionable Deadlines
The Servant

The Servant is a teacher leader who invests in the ongoing support and development of others.
The Servant

• They help colleagues by being in touch with their needs and helping them reflect on their current contributions and the steps they need to take to contribute more.

• They serve their school by being present and aware, and monitor the ongoing needs of the group and attempt to provide support and guidance at any given moment. This keeps the collective group together and moving in a positive direction.

• In the classroom the *Servant* is in charge. They demonstrate control by placing the service of the needs of students at the fore and changing their approach at any given moment to remain responsive to the needs of the students and the classroom learning the *Servant* is determined to promote.
The Servant

ACTION STEPS:

1. Publicly Pursue the Service of Individual Students
2. Stay Focused on Learning, That Sacred Exchange Between Teacher and Student
3. Be Committed to the Public Service of Colleagues and Administrators
4. Demonstrate a Commitment to Serving the Parents and the Community
The Servant

ACTION STEPS:

5. Demonstrate a Commitment to Serving National and International Interests

6. Reframe School Improvement Planning Around a Mission in Service

7. Promote School and District-Wide Projects in Service

8. Constantly Ask and Answer Questions Around Service
The Inquisitor

The Inquisitor is a teacher leader who inspires their students, their colleagues and themselves with thoughtful, strategic, purposeful, and emotionally-bound questions.
The Inquisitor

• They know that life’s journey is based on the pursuit of seminal questions and our brains are likewise cajoled into increased levels of engagement depending on the quality of the questions we ask and answer on a consistent basis.

• Individuals and teams alike can dramatically change their journey in teaching by being thoughtful about the answers they seek. The Inquisitor helps find the best answers by asking and pursuing the best questions.
The Inquisitor

ACTION STEPS:

1. Consistently Reflect with Questions that Push Them to Do and Become More
2. Challenge Others with Thoughtful Questions
3. They Consistently Clarify the Questions and Attempt to Ask Better Ones
4. Ask Uncomfortable or Unpopular Questions
5. Ask Questions That They and Their Team are Empowered to Answer
The Inquisitor

ACTION STEPS:

6. Ask Broad Questions as Well as Questions Narrow and Specific

7. Ask Questions Designed to Motivate and Inspire

8. They Enhance Their Professional Learning Communities with Thoughtful, Critical Questions

9. They Infuse Questions Strategically in Numerous Existing School Process Points

10. Have Established a Criteria For What They Believe are Good Questions
The Detective

Teacher leaders as Detectives are always solving mysteries. They study their students and spot the clues of learning potential and resolve learning hindrances.
The Detective

- They find clues of untapped creativity and the potential to lead and support in unique ways.
- They know how to step forward and make that potential for greatness known to the colleague who has that ability.
- They encourage others in the organization who could help the Detective in nurturing this talent.
- When failure seems obvious, they discover the glimmer of hope.
- When others are stuck, they discover the pathway to progress.
- The Detective notices when great schools show signs of leading outstanding levels of performance. The Detective notices, calls out, nurtures, and develops untapped potential in students and colleagues alike. Their gift is finding the gifts in others, and themselves.
The Detective

ACTION STEPS:

1. They are Willing to Reflect and Question What They See
2. Develop Greater Levels of Patience
3. Demonstrate a Spirited Interest in Pursuing Genius in Others
4. Observe Patterns and Seek to Enhance or Interrupt Them
5. Make Uncomfortable Observations
The Detective

ACTION STEPS:

6. Continue to Persist
7. Continually Seek to Create a Calm and Reflective Culture
8. Consistently Apply Positive Denial
9. Consistently Apply Positive Deviance
10. Consistently Bring Forth Stories of Hidden Treasure
The Workspace of an Outstanding Leader
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Leaders use the action steps as articulated in adopting strategic teacher leadership roles and clarifying potential outcomes and opportunities.
  – Leaders identify and reflect on specific action steps available to them which could support the emergence of these teacher leadership roles and archetypes in their classrooms today.
  – Leaders identify the ten teacher leadership performance prototypes as articulated in Dr. Casey Reason’s 2011 teacher leadership book entitled *Mirror Images: New Reflections on Teacher Leadership*. 
Please complete the evaluation for this breakout session!