

# A Developmentally Intentional Teacher Leadership Cohort

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# The Current Climate of Education



# What do Researchers Recommend?

- **School leadership is now too complicated for a single person. Newer recommendations include models of shared leadership between administrators and teachers school leadership requires an extension beyond formal leaders—for example, the principal, or assistant principal—creates a need to support the development of teacher leaders (Boyce & Bowers, 2018; Hitt & Tucker, 2016; Troen & Boles, 2012; Wenner & Campbell, 2017; York-Barr & Duke, 2004).**
- **Louis, Leithwood, Wahlstrom, & Anderson (2010) established that the principal is not the sole agent in school improvement since teachers have a more direct influence over classroom instruction; a new emphasis was placed on *teacher leadership*.**

# Defining Teacher Leadership

## What ?

“Teacher Leaders are teachers who maintain a K-12 classroom-based teaching role, while also taking on the responsibility of influencing their peers”

## How?

Teachers become leaders in their schools by being respected by their peers, being continuous learners, and using skills and influences to improve educational practices of their peers.

# The Challenges of Teacher Leadership

- Increased standards, greater expectations, and accountability have led to the need for leadership to be shared with administrators and teachers.
- Teacher leaders face developmental demands.
- Gap in understanding how to effectively support and develop teacher leaders and how teacher leadership influences schools.

# What do Teacher Leaders Need?

## Administrative Support

- Involved in professional development
- Critical for teachers' ability to transfer learnings to their buildings, team, & district.

## Professional Development

- Sustained
- Job-Embedded
- Developmentally Intentional

# What is a DILI?

- Utilizes a problem based approach to support teacher leaders
- Applied concepts of learning-oriented leadership (Drago-Severson, 2004, 2009, 2012, 2016).
  - Developmental diversity
  - Holding Environment (Cohort Learning)
  - Pillar Practices
- Administrators and teachers co-participate
- Best practices in professional development
  - Job-Embedded
  - Sustained (3 Years, > 50 hours) (Darling-Hammond, 2009).
  - Collaborative

# Berkeley Heights TLC 1

**Who:** Team of teachers who applied & were selected by administration.

**What:** To learn about leadership and develop their own internal capacities.

- Year 1- Adult Development
- Year 2- Teaming
- Year 3- Leadership Roles

**Where:** BOE

**When:** Monthly meetings



# Preliminary Findings in Similar Districts

- **Change in Perspective** (Joswick-O'Connor, 2020)

- View of adult development
- Definition of Leadership
- Value of Collaboration and Teaming

- **Actions of Teacher Leadership**

- Supporting other Adults
- Teaming Protocols
- Speaking Up
- Assuming Additional Responsibility

- **Outcomes**

- **Teacher**

- Empowerment
- Reduced Stress
- Belonging

- **District**

- Improved Teams
- Teacher Led Initiatives

**Increased efficacy and confidence**  
(Langer-Banker, 2017)

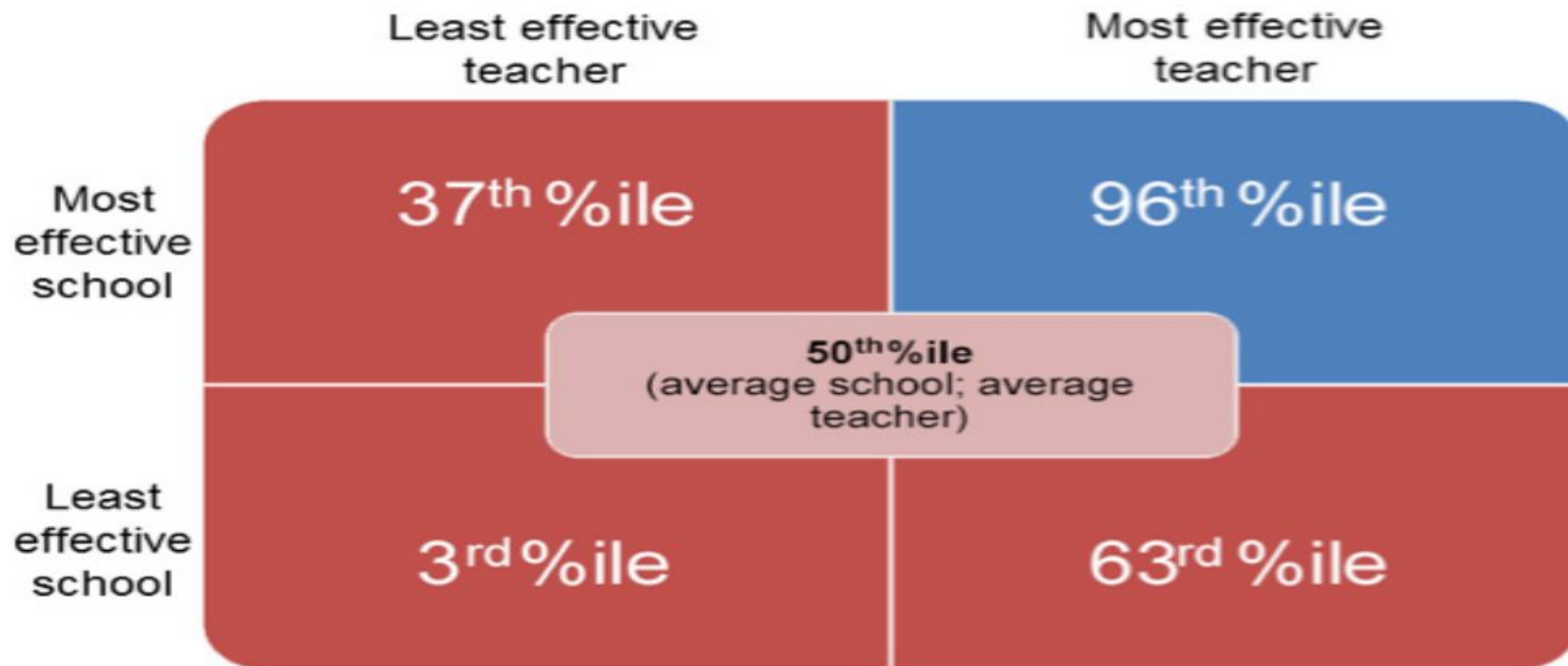
# From the Words of the Participants

- I am going to contribute more positivity, compassion, & empathy to my team members.
- I'm going to refocus our team meetings to have a purpose.
- I want to promote a sense of community on my team.
- We can care for ourselves and our team the way we care for our students.
- I want to be more proactive to new team members.
- I'm going to value my coworkers like I value my students

# Investing in Teachers is Investing in Students

Teacher effectiveness greatly impacts student achievement\*

Student achievement percentile after 2 years



\* Student achievement percentile after two years

Source: Marzano (2003) What Works in Schools: Translating Research into Action