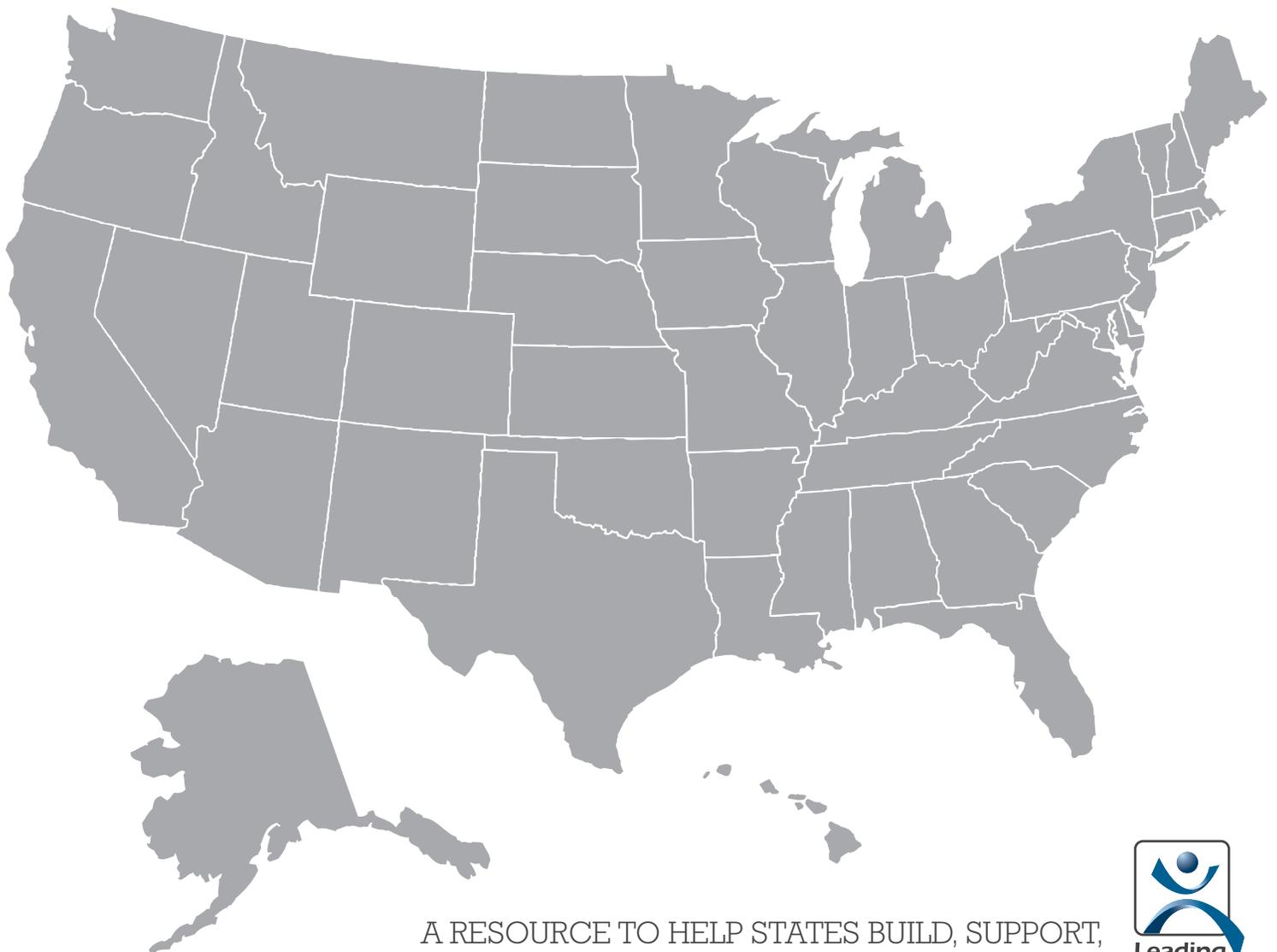


STATE TEACHER LEADERSHIP TOOLKIT:

CREATED BY STATES, FOR STATES



A RESOURCE TO HELP STATES BUILD, SUPPORT,
AND SUSTAIN TEACHER LEADERSHIP



“Recognizing the power of teacher leadership to improve student outcomes, Leading Educators assembled a national team of advocates, through a series of convenings, to scaffold supports for state departments of education to design teacher leadership programming. As a learner, I built understanding of how to bridge the gap between state, district, and school level to equip students for success in college and careers. I believe this toolkit will be an invaluable resource as the nation places a focus on building the capacity of the most important agents of educational change: teachers.”

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1 INTRODUCTION

Toolkit Purpose

In *Leading from the Front of the Classroom: A Roadmap for Teacher Leadership that Works*, Leading Educators wrote about a series of steps that districts might undertake to create bold, high impact teacher leadership initiatives. This toolkit builds from that seminal report, but uniquely considers teacher leadership work from a state perspective. With the passage of the Every Student Succeeds Act (ESSA), states now have greater flexibility and opportunity to advance these conditions. Though most teacher leadership activities occur at the local level, states can be powerful partners to districts and schools by creating enabling conditions for teacher leadership to thrive, providing guidance and support, or catalyzing implementation. The pages of this toolkit provide a synthesis of the efforts, lessons learned, and challenges from multiple states that have successfully advanced teacher leadership. It also includes a **State Action Framework for Teacher Leadership**: a state-developed step-by-step process and conceptual framework with examples and tools to support the growth of teacher leadership in partnership with districts. **This is truly a toolkit by states, for states.**

The toolkit is intended to:

- **Provide states with tools to make the case for teacher leadership** as a way to accelerate progress towards state priorities and goals
- **Build states' understanding of teacher leadership policy, support, and funding options**, as well as insights and implications to date, so that states can select strategies that will work in their unique contexts
- **Provide easy access to resources that states and districts can learn from** and adapt to design and implement high impact teacher leadership efforts

State teams will find the toolkit most useful if they read it from start to finish, following the sequence of exercises as they go. However, states can also use the hyperlinked essential questions listed at the start of each phase to find the entry point that is right for them.

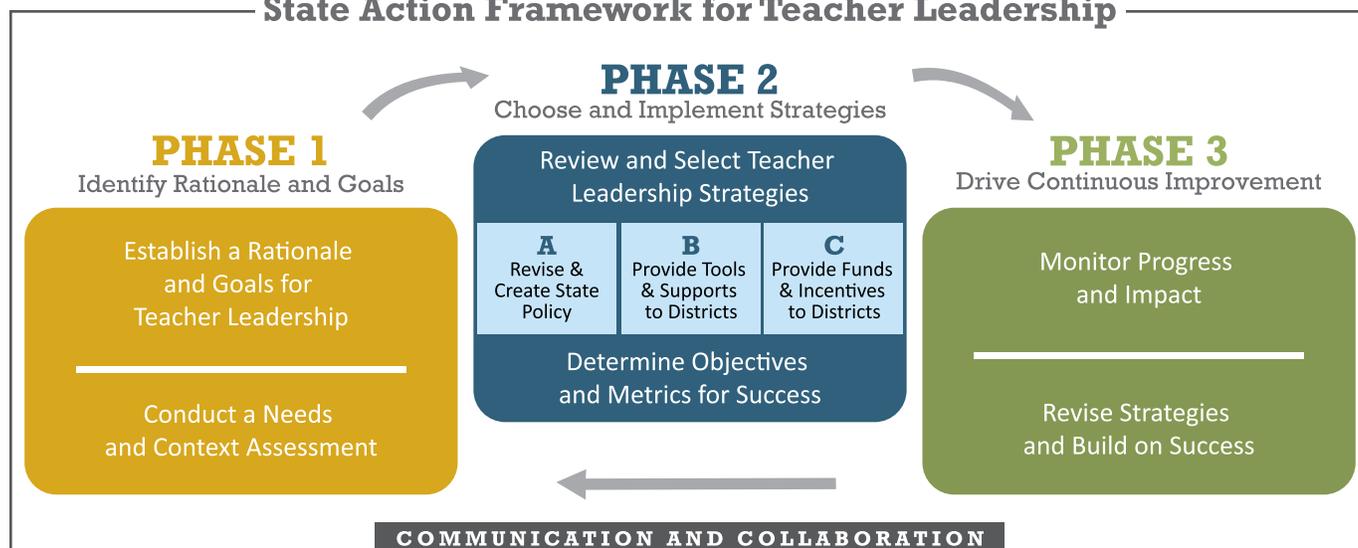
Toolkit Audience

The toolkit was designed for states, though it should be of interest and use to other stakeholders, including district educators. State teams driving teacher leadership efforts for the first time can use the toolkit to study other states' approaches, identify strategies that may work for them, and explore resources that support implementation. States already heavily invested in teacher leadership can use the toolkit to take stock of work to date and refine existing or advance new opportunities. District leaders, principals, and teachers who are beginning to implement teacher leadership strategies will find helpful resources as well.

State Action Framework For Teacher Leadership

A framework – called the **State Action Framework for Teacher Leadership** – provides the structure for the toolkit. It was developed with significant input from state teams (namely, Iowa, Massachusetts, and Tennessee) with expansive experience developing teacher leader models and initiatives. The framework consists of three phases, each of which includes steps that states can take to plan, implement, and assess teacher leadership efforts. Phases also include planning exercises for state teams to work through, relevant state examples, strategies for communicating and collaborating with stakeholders, and lessons learned from other states.

State Action Framework for Teacher Leadership



PHASE 1: Identify Rationale and Goals In this phase, states develop the rationale for teacher leadership and articulate how it can advance existing state priorities for improving instruction and learning. States draft goals for what teacher leadership will help the state accomplish related to improving teacher effectiveness and student outcomes. Then, they conduct a needs and context assessment to understand strengths and gaps in the areas of policy, support, and funding that might affect teacher leadership as a lever for improving student and teacher outcomes.

PHASE 2: Choose and Implement Strategies In this phase, states explore, choose, and implement policy, support, and/or funding strategies they can use to seed teacher leadership in districts. They also develop objectives and metrics of success so that they can determine how effective the strategies have been.

PHASE 3: Drive Continuous Improvement In this phase, states reflect on the progress and impact of the strategies they are implementing, revisit and possibly shift their strategies based on data and feedback, as well as celebrate successes.

Engagement in these phases is cyclical; states engaging in continuous improvement activities often return to PHASE 1 to revisit goals and state context, and then select new strategies or make adjustments to existing strategies.

Communication and Collaboration

Each phase includes strategies for communication and collaboration, which are essential to successful design and implementation. States can use these strategies with a variety of stakeholders.

How This Toolkit Was Built

This toolkit was created by states, for states, with the help of *Leading Educators* and *Education First*. Three state teams from Iowa, Massachusetts, and Tennessee were brought together for two multi-day meetings, where they shared input and provided direction for the structure and content of the toolkit. Additionally, members of these states' teams, which included state and district leaders, principals, and teachers, participated in multiple calls and review cycles to provide feedback on the toolkit. Experts were brought in during select phases of the development process to inform the creation of the toolkit (please see *Acknowledgments* for a complete list).

Teacher Leadership Overview

Definition of Teacher Leadership

For the purposes of our toolkit, a teacher leader is defined as a teacher that both teaches students and collaboratively leads colleagues to improve their practice. They work with other teachers and with school, district, and state leaders to advance goals connected to improving student outcomes. These teacher leaders have clearly defined roles, responsibilities, and key competencies for success. They have demonstrated effectiveness with students and mastery of key teacher leadership competencies.

The Case for Teacher Leadership

If schools are to be successful at preparing all students for a rapidly changing world, they must distribute leadership more broadly. A single principal responsible for the growth of dozens of teachers is not a feasible model for radically improving teacher practice.¹ By developing leadership roles and skills for teachers, schools, and systems can more rapidly improve teacher practice, ultimately helping more students to succeed.² Through new roles and responsibilities, highly effective teachers can collaborate with and influence their colleagues and principals in order to shift school culture and advance teaching, learning, and student achievement.

Teacher leadership, as a shared leadership strategy at the school and district levels, can also be part of a career pathway that rewards top performers, improves the chances of retaining them, and supports the recruitment of others like them.³ Additionally, teacher leaders can sometimes influence practices throughout the system and state so that policies are more likely to benefit students.⁴

Teacher leadership is not an end in and of itself. It is an effective approach for addressing current common challenges and achieving critical goals and can be integrated into a state's strategic plan. The following table summarizes the challenges that teacher leadership can address, the evidence that indicates the challenge exists, and the research that validates the positive impact of teacher leadership on these challenges.

¹ Bierly, Chris, Betsy Doyle, and Abigail Smith. *Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools*. (Bain and Bridgspan, 2016). Accessed June 8, 2016. http://www.bain.com/Images/BAIN_REPORT_Transforming_schools.pdf.

² Lieberman, Ann. "Laureates Speak Can Teachers Really Be Leaders?" *Kappa Delta Pi Record* 47, Supplement 1 (2011): 16-18. Taylor and Francis. Accessed June 8, 2016. <http://www.tandfonline.com/doi/abs/10.1080/00228958.2011.10516717>;
Singh, Kathryn. "Teacher Leadership: Making Your Voice Count," *Kappa Delta Pi Record* 47, Supplement 1 (2011): 6-10. Taylor and Francis. Accessed June 8, 2016. <http://www.tandfonline.com/doi/pdf/10.1080/00228958.2011.10516714>.

Mangin, Melinda M. and Sara Ray Stoelinga. "Special Issue: Instructional Leadership in Action," *Journal of Cases in Educational Leadership* 12, 2 (2010): 1-4. University Council for Education Administration. Accessed June 8, 2016. http://www.academia.edu/23255705/Special_Issue_Instructional_Teacher_Leadership_in_Action.

³ This definition is based upon those presented in: York-Barr, Jennifer and Karen Duke. "What Do We Know About Teacher Leadership? Findings from Two Decades of Scholarship," *Review of Educational Research* 74 (2004): 287-288. University of Minnesota. Accessed June 8, 2016. <http://rer.sagepub.com/content/74/3/255>; Harris, Alma. "Teacher Leadership: More than Just a Feel-Good Factor?" *Leadership and Policy in Schools* 4 (Taylor and Francis, 2005): 205-6. Accessed June 15, 2016. <http://www.psychosphere.com/Teacher%20leadership%20-%20More%20than%20just%20a%20feel-good%20factor%20by%20Harris.pdf>; and Curtis, Rachel. *Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands*. (The Aspen Institute, 2013). Accessed June 8, 2016. <http://www.aspendri.org/portal/browse/DocumentDetail?documentId=1574&download>. While the definitions of teacher leadership remain varied and broad, a consensus is emerging about its most significant elements. See, for instance, York-Barr and Duke, 260; Harris, 205; "Mangin, Melinda M. and Sara Ray Stoelinga. "Examining Effective Teacher Leadership: A Case Study Approach," *Harvard Education Review* 80, 3 (2010): 430-432. Harvard Graduate School of Education. Accessed June 8, 2016. http://hepg.org/her-home/issues/harvard-educational-review-volume-80-number-3/herbooknote/examining-effective-teacher-leadership_358. While the above scholars suggest a consensus is emerging despite the lack of a clear definition of teacher leadership, Frank Crowther more confidently contends that "there exists, in 2012, widespread agreement about what teacher leadership is: its personal attributes, its organisational qualities, and its links to authoritative theories of leadership such as strategic leadership, organisation-wide leadership, transformational leadership and advocacy leadership." See Crowther, Frank. "Review of Teacher Leadership: the 'New' Foundations of Teacher Education," *Teaching Education* 23, 1 (2012): 109-110.

⁴ *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools*. (TNTP, 2012). Accessed June 8, 2016. http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf.

Johnson, Susan Moore, Jill Harrison Berg, and Morgaen L. Donaldson. *Who Stays in Teaching and Why: A Review of the Literature*. (Cambridge, MA: The Project on the Next Generation of Teachers/Harvard Graduate School of Education, February 2005): 86, 93-97. Accessed June 8, 2016. http://assets.aarp.org/www.aarp.org/articles/NRTA/Harvard_report.pdf.



The Every Student Succeeds Act (ESSA)

In December 2015, Congress passed, and President Obama signed into law, the newest reauthorization of the Elementary and Secondary Education Act, named the “Every Student Succeeds Act” or “ESSA.” An update to its predecessor, the No Child Left Behind (NCLB) Act, ESSA places decision making capacity in the hands of states. While this toolkit’s analysis of ESSA takes place primarily in the funding section, ESSA provides an opportunity to address many of the strategies throughout the toolkit. With new flexibility and onus placed on the states to design their own accountability systems, turnaround procedures, and grantmaking policy, states can take the opportunity to form policy around a coherent, strategic vision and theory of action for student achievement. Many states’ ESSA planning steps reflect the process described in PHASE 1 of this toolkit, for example:

- *Washington* state formed twelve topic-based ESSA advisory working groups to examine current strengths and challenges in P20 education policy, two of which are devoted to “Teaching and Learning” and “Effective Educators.”
- *Illinois* conducted two rounds of listening tours to collect general public and specific stakeholder group feedback on how Illinois can design its ESSA-compliant plan to meet the needs of communities throughout the state.
- In general, states are required to create an ESSA-compliant plan in consultation with district, principal, and teacher input, giving teachers the opportunity to use their field expertise to shape state and federal policies.

The ESSA law itself also directly addresses teacher leadership as a lever for improving student outcomes in ways NCLB did not, creating new funding and programming opportunities, for example:

- Title IIA calls out, “providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams” as an allowable use of Title II funds.
- Title II also requires a description of “opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership” in district applications to their State Education Agencies (SEAs) for ESSA funds.
- ESSA’s definition of a “performance-based compensation system” includes differentiated pay for, “successful fulfillment of additional responsibilities or job functions, such as teacher leadership roles.”

As ESSA planning and implementation continue, states can engage districts, teacher leaders, and other stakeholders to drive teacher leadership activities and opportunities in line with their overall goals for teaching and learning.

Rationales for Teacher Leadership

	Potential Challenge Areas that Teacher Leadership Can Address	Potential Evidence of State Challenge	Method(s) by which Teacher Leaders Can Address These Challenges	Additional Research
Instructional Practice	Quality instruction is not aligned to high academic standards	<ul style="list-style-type: none"> • Feedback from school and district leaders points to struggles to drive quality instruction and learning aligned to high academic standards • Our state’s students are not scoring well on new assessments aligned to high standards • Our state has a large achievement gap that is either stagnating or growing 	Leverage teacher leaders to facilitate professional learning with their colleagues	<u>Core Leadership-TLs & CCSS Implementation in TN</u>
	Weak teacher development	<ul style="list-style-type: none"> • Unsatisfactory teacher performance substantiated by low evaluation ratings • Our state has a low % of teachers that feel professionally developed in their school settings • Our state has a low % of teachers advancing along our career ladder • Our state has limited support, funding, and training for new teachers • Our state has limited or poor data around the effectiveness of and outcomes from PD 	Leverage teacher leaders to facilitate professional learning with their colleagues	<u>Enhancing Teacher Leadership (GTL Center)</u> <u>The Mirage (TNTP)</u> <u>Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools (Bain)</u> <u>Building pathways: How to develop the next generation of transformational school leaders (Bain)</u> <u>Strategic School Design (Education Resource Strategies)</u> <u>Opportunity Culture Toolkit (Public Impact)</u>
	Lack of quality implementation of teacher evaluation models	<ul style="list-style-type: none"> • Our state lacks a clear vision for what strong instruction looks like • Our state has low buy-in or support for teacher evaluation models • Our school leaders are struggling to provide frequent, high quality formal and informal feedback to their teachers 	Consider Peer Assistance and Review (PAR) Systems or having teacher leaders give informal feedback aligned to the chosen evaluation rubric	<u>Ask The Team-Leveraging Teacher Talent: Peer Observation in Educator Evaluation</u> <u>A User’s Guide to Peer Assistance Review</u> <u>Peer Assistance & Review (BPS)</u>

Rationales for Teacher Leadership, cont.

	Potential Challenge Areas that Teacher Leadership Can Address	Potential Evidence of State Challenge	Method(s) by which Teacher Leaders Can Address These Challenges	Additional Research
Human Capital	Low retention of effective teachers	<ul style="list-style-type: none"> • Our state has a lower % of effective teachers retained than % of ineffective teachers retained • Our high-needs, high-poverty schools have significant challenges retaining effective teachers • Our state’s teacher pipeline doesn’t have enough teachers in certain subjects or grades, or that represent minority backgrounds 	Create differentiated compensation and career ladders	<u><i>The Irreplaceables (TNTP)</i></u>
	Inequitable distribution of effective teachers	Our state has a low % of effective and/or experienced teachers in high need schools or classrooms	Provide incentives for teacher leaders to work on school turnaround	<u><i>T3 Outcomes (Teach Plus)</i></u>
	Limited recognition and promotion of effective teachers	Our state has a low % of expert teachers taking on new roles that advance student achievement while remaining in the classroom	Create differentiated compensation and career ladders	<u><i>Teacher Performance Pay: Synthesis of Plans, Research, and Guidelines for Practice</i></u>
	Lack of coherence and rigor in teacher training and credentialing	<ul style="list-style-type: none"> • Our state’s teacher preparation programs have “teacher leadership” programs, but they aren’t aligned to any set of standards • Pre-service coursework is not aligned to in-service evaluation and/or content standards 	Leverage teacher leadership to create stronger alignment between teacher preparation and best practices in the field	
	Weak principal performance and/or retention	<ul style="list-style-type: none"> • Our state has low principal retention overall, and particularly low in schools with high poverty rates • Our state has a lower % of effective principals retained than % of ineffective principals retained • Our state’s principals report needing additional leadership support to achieve their goals • Our state does not have a strong principal pipeline, i.e., a clear path from teacher to administrator 	Support and hold principals accountable for distributing leadership; engage in strategic school design	

Effective Teacher Leadership

Effective teacher leadership marries **form with function** in order to create transformative change in schools.⁵ Teacher leadership initiatives are designed with **function** when they are designed to advance other pressing priorities supported by relevant data, rather than created for their own sake. Teacher leadership initiatives are designed with **form** when roles are clearly defined, with sufficient time, support, authority, and resources to be effective. The chart below summarizes what teacher leadership looks like when form and function are aligned and what it looks like when they are not.

Form without Function	Form with Function
Clearly defined teacher leadership roles that are mostly bureaucratic or administrative in nature yield limited benefits for teacher leaders, students, or schools	Clearly defined and adequately supported teacher leadership roles linked to the key priorities of a systems yield transformative and sustained change
Neither form nor Function	Function without Form
Lack of teacher leadership initiatives leads to schools struggling to meet increasing demands	Teacher leaders take on critical responsibilities without adequate authority, support, or systematic clarity leads to increased burnout and missed development, advancement, and retention opportunities

Without deliberate upfront planning, systems can implement teacher leadership with form but not function. In these instances, administrators may create roles out of a desire to reward experienced teachers with career pathways and formal recognition, but these roles do not otherwise advance a school or system’s most pressing priorities or goals related to student achievement. As a result, these teacher leadership initiatives are likely to struggle for relevance and sustained resources and are unlikely to contribute to transformative change.

Similarly, a system may create teacher leadership roles with function but without form. In these instances teacher leaders may take on additional, crucial responsibilities but the roles are not defined well and the teachers are not provided enough authority, support, or training to execute those responsibilities successfully. This misses the opportunity to develop teachers systematically and ensure sustainability and may lead to increased frustration and turnover among teacher leaders. Only when teacher leadership roles combine form and function will systems be able to drive sustained, transformational change.

While this toolkit focuses on the state’s opportunity to influence teacher leadership in districts, it is important to be grounded in what effective teacher leadership at the district level looks like. These *case studies* provide insight into effective district and school level teacher leadership practices. Districts that have been successful in leveraging teacher leadership to create instructional improvement have identified a challenge that they hope to address through teacher leadership, have created a theory of change to address that problem, and then have collaboratively designed structures and roles to deliver on their theory of change.

⁵ *Leading from the Front of the Classroom: A Roadmap to Teacher Leadership that Works.* (Leading Educators and the Aspen Institute, 2014). Accessed June 8, 2016. <http://www.aspendri.org/portal/browse/DocumentDetail?documentId=2402&download>.

For example, at Denver Public Schools (DPS), the district observed that principals were managing far too many teachers to be able to give meaningful, frequent feedback. DPS saw an opportunity to create strong teams, led by teacher leaders, who help drive instructional improvement. They created the following theory of change:

If we create shared leadership structures in schools, where school leaders work with empowered teacher leaders, then we can build better opportunities for feedback and growth, retaining effective teachers, and driving increased student achievement.

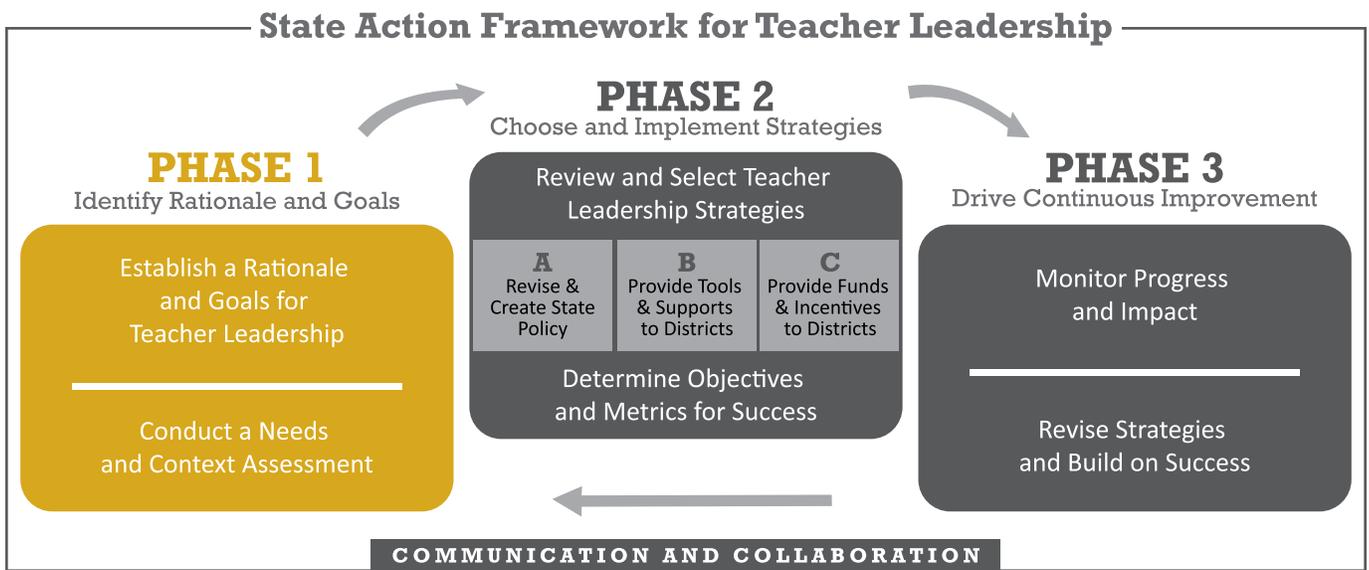
Over time, DPS created new differentiated roles for teacher leaders, new trainings and supports for teacher leaders and principals, and new analytics to learn from the program implementation.

Likewise, DC Public Schools (DCPS) has focused teacher leadership and distributive leadership more broadly on improving its professional learning systems in order to improve teacher practice. DCPS's new Office of Instructional Practice has leveraged teacher leaders across the district to lead weekly cycles to deepen teachers' content knowledge. In doing so, DCPS has strategically aligned teacher leadership with one of the district's core priorities and aligned resources and systems to support the work of distributive leadership.

Finally, districts must also attend to complex culture changes as teachers and principals shift their roles with increased distributive leadership. These changes require careful change management and deliberate communication and collaboration. Lower capacity districts could benefit from models and resources to navigate these changes.

States should keep the vision for district work front and center while assessing the different opportunities to support and partner with their districts in advancing teacher leadership.

2 PHASE 1: IDENTIFY RATIONALE AND GOALS



Essential Questions

- *How does teacher leadership address existing state efforts and priorities to improve teacher quality and student learning?*
- *What critical challenges are we trying to solve through teacher leadership, and why are teacher leaders well positioned to resolve those challenges?*
- *What are our state's needs and context in the policy, support, and funding domains as it relates to teacher leadership?*
- *What are the goals we hope to reach through our teacher leadership efforts?*

PHASE 1 Overview

Teacher leadership can be a high impact strategy for achieving state education priorities, such as teacher and principal effectiveness and retention, and access to effective teachers for all students—particularly those that have been underserved. Therefore, the first step for state teams is to develop a rationale for what challenges teacher leadership will address and articulate goals for what teacher leadership will accomplish. Then, the state can conduct a needs and context assessment to evaluate opportunities and barriers influencing teacher leadership from a policy, support, and funding perspective. The steps in this phase can help states initiate teacher leadership efforts thoughtfully and increase the likelihood that they will have the necessary impact and staying power.

STEP 1: Establish a Rationale and Goals for Investing in Teacher Leadership

- What critical challenges are we trying to solve through teacher leadership, and why are teacher leaders well positioned to resolve those challenges?
- How does teacher leadership address existing state priorities and efforts to improve teacher quality and student learning?
- What are the goals we hope to reach through our teacher leadership efforts?

States must begin by establishing a clear rationale for teacher leadership which answers the question: What is the challenge (or set of challenges) related to teachers and student success that we are trying to solve as a state, and how will teacher leadership address those challenges? Teacher leadership should never be an “add-on” initiative, but instead should drive existing teaching and learning priorities, and must be rooted in individual state and district needs.

The *Rationales for Teacher Leadership*, in the Teacher Leadership Overview, lists several instructional practice and human capital challenges states may be experiencing that teacher leadership can help address. It also lists evidence that state teams can use to better pinpoint the breadth and depth of the challenges. States can use the table, or identify other challenge areas—such as statewide assessments, school turnaround efforts, and data literacy—that teacher leadership can help address. States can then hone in on their most pressing challenges.

Assembling Your State Team and Advisors

As states initiate teacher leadership efforts, they should be deliberate about who is included in the goal-setting, planning, and implementation process. In particular, the exercises outlined in this toolkit require a diverse team of state stakeholders and advisors that have the knowledge, skill, and enthusiasm for both big picture conversations and detailed strategy development. Below is a sample composition of a state team:

Primary State Team (responsible for planning and implementing the work)

- 1-2 state leaders leading teacher effectiveness and quality work
- 1-2 state team members to project manage and drive the work
- 1-2 state leaders in other departments (e.g., curriculum and instruction) to enable coherence across the state
- *Support or buy-in from state leadership e.g., Education Commissioner (does not need to be an official state team member)*

State Team Advisory Group (responsible for regularly providing input and feedback) from a representative group (e.g., high poverty, low poverty, urban, rural)

- 2-3 district superintendents (consider including representatives from early adopter districts)
- 2-3 school principals
- 1-2 state level union leaders
- 2-3 teacher leaders
- Other optional members: state board members, business community members

A helpful example of an Advisory Group is the *Tennessee Common Core Leadership Council*, which advised the Department of Education on Common Core transitions, evaluation, and assessment and directly managed a summer statewide training of tens of thousands of the state’s teachers.⁶

⁶ *Core Leadership: Teacher Leaders and Common Core Implementation in Tennessee*. (Leading Educators and the Aspen Institute, 2014). Accessed June 13 2016. <http://www.aspendri.org/portal/browse/DocumentDetail?documentId=2400&download>.



EXERCISE As a state team, reflect on the *Rationales for Teacher Leadership* and evidence above. In the box below, start brainstorming the top three challenges your state might want to address with teacher leadership. States should select challenges in both the “Instructional Practice” and “Human Capital” buckets to ensure that the body of work drives towards both stronger instructional practice in classrooms and better recognition, promotion, and retention of effective teachers.

Note what evidence you have of the nature and extent of these challenges in your state. Finally, articulate a rationale for how teacher leadership can mitigate the challenges. This will inform your goals and, ultimately, the selection of strategies to achieve your goals.

BRAINSTORMING BOX

What are the top three challenges my state is facing?

What evidence do we have of the nature and extent of these challenges?

How can teacher leadership mitigate these challenges?

Once you are clear on the challenges you seek to address and the rationale for why teacher leadership can address these challenges, you can articulate goals to provide the compass for state teacher leadership work. **Goals** are clear, long-term, aspirational statements of what you want to achieve. Goals should be directly linked to the challenges identified.



State Example

The following examples illustrate how different states have articulated their goals. These can be revisited regularly (see *PHASE 3*) to incorporate key learnings and adjust approaches.

Iowa	Tennessee
<p>Goals:</p> <ul style="list-style-type: none"> • Attract able and promising new teachers • Retain effective teachers • Promote collaboration • Reward professional growth and effective teaching • Improve student achievement by strengthening instruction 	<p>Goals:</p> <ul style="list-style-type: none"> • Increase student achievement and growth through the development of a shared leadership structure at the school level • Broader dissemination and use of effective teacher strategies through an increase in teacher collaboration • Stronger and more positive school and district culture through the development and retention of highly effective teachers



EXERCISE In the brainstorming box below, draft 3-5 goals based on the challenges you listed above. Discuss with your team.

BRAINSTORMING BOX

What are 3-5 teacher leadership goals my state could pursue to address the challenges we listed above?

STEP 2: Conduct a Needs and Context Assessment to Gauge Opportunities and Barriers to Achieving Your Goals

- What are our state’s needs and context in the policy, support, and funding domains as it relates to teacher leadership?

Once you have articulated a rationale and goals for investing in teacher leadership, you can assess the opportunities and barriers to achieving your goals. These can be organized into three domains—policy, support, and funding—that also correspond to the three types of strategies in the framework (described in [*PHASE 2*](#)). This enables you to use your answers to discern which teacher leadership strategies to pursue.



EXERCISE With your state team, brainstorm and log your responses to the following questions. Answer these questions over the course of a lengthy team meeting or break into subgroups to answer the questions and come back together to review and come to consensus on team responses.

Needs and Context Assessment

PART A: Policy

Policy Needs:

1. What state policies are in place that support the advancement of teacher leadership? Examples include policies that:

- enable innovative use of educator time
- provide districts with flexibility on the use of local, state, and federal funding
- support meaningful data collection and evaluation that enable identification of effective teachers
- provide career ladders for effective teachers

2. To what extent do existing policies misalign with your rationale and hinder the development of teacher leadership? Examples include policies that:

- restrict innovative preparation, development, and promotion of teachers
- require class size maximums and seat time minimums that can inhibit alternative school design
- don't allow performance management systems to evaluate teacher performance - *See A.4 for additional policies*

3. What are the critical policies not yet in place that would help you achieve your goals?

Policy Context:

1. Who are the key stakeholders that would need to be aligned to promote teacher leadership efforts in your state? How aligned and interested are they currently?

2. How “tight” (common across districts) vs. “loose” (adaptable based on local context) are your education policies typically? What is the precedent for influencing versus mandating changes in school structure and culture? How have districts traditionally responded to these approaches?

3. What is the current political reality in your state for passing/revising teacher leadership policies? Is the timing right? What champions exist?

PART B: Support

Support Needs:

1. In which ways are the majority of districts and schools well positioned to implement teacher leadership models? Are there any groups of districts and schools that are more well-positioned than others (these could be early adopters)?

2. In which ways might districts, schools (and their regional support organizations, if relevant) need capacity building and support? Are there any groups of districts or schools that might need greater support to stabilize before embarking on teacher leadership work? If so, feel free to identify those groups of districts or schools, e.g., urban, rural, large, small etc.

Area where support is needed	Rating 1-5 (<i>1 = most support needed; 5 = least support needed</i>) and Rationale (<i>why did you provide that rating?</i>)
Role design: Districts/schools will need support designing a set of roles and responsibilities for their teacher leaders	
Principal professional development and change management: Districts/schools will need support setting principals up for success as they move towards new models of teacher leadership	
Time and resource allocation: Districts/schools will need support to effectively allocate FTEs and resources to develop, support, and sustain teacher leadership	
Teacher leader selection: Districts/schools will need support recruiting and selecting teacher leaders	
Structures and processes for deploying teacher leaders: Districts/schools will need support to launch teacher leader efforts and set up structures and systems	

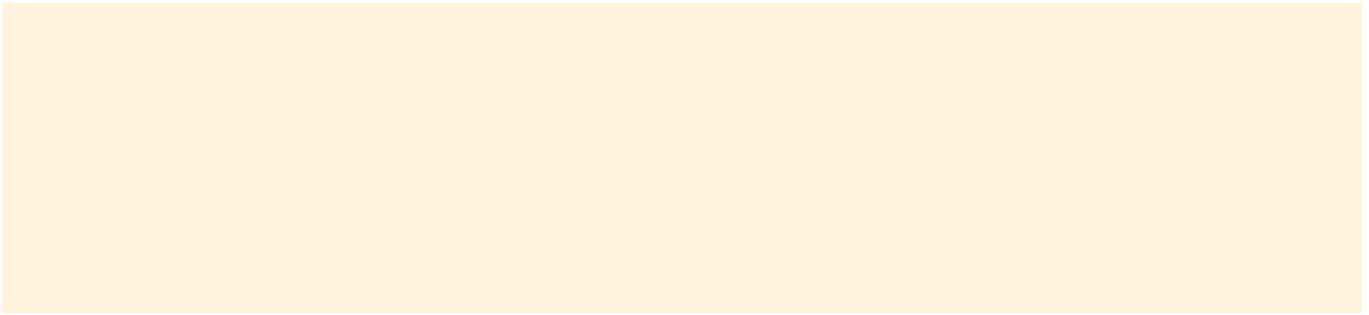
Area where support is needed	Rating 1-5 (1 = most support needed; 5 = least support needed) and Rationale (why did you provide that rating?)
<p>Teacher leader evaluation, professional development, and ongoing support: Districts/schools will need support designing and implementing evaluation and professional development for teacher leaders</p>	
<p>Financial sustainability: Districts/schools will need support to budget for teacher leadership roles in the short and long term</p>	
<p>Culture of feedback and growth: Districts/schools will need support building a growth mindset culture in schools to create the conditions for teacher leadership to flourish</p>	

Support Context:

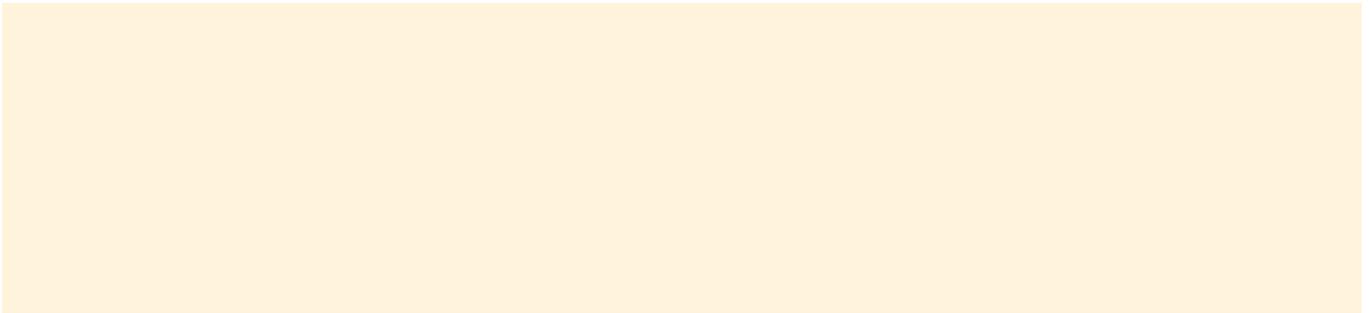
1. In what ways has your state successfully supported implementation of teacher leadership efforts in the past? What challenges has your state experienced?

2. What staff capacity is available to work on implementation guidance and supports to districts?

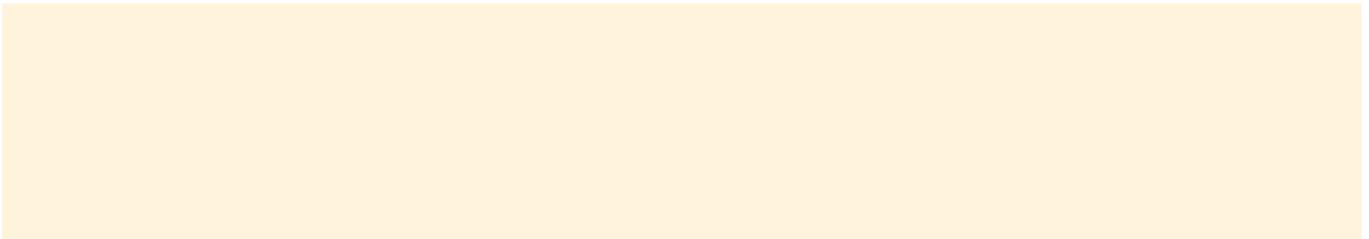
3. Can your state hire staff or reallocate staff who have led related work in a district or provided training for teacher leadership? If yes, who would those people be?



4. What partnerships can the state develop to add planning or implementation support capacity? These can include partnerships across state agencies and/or with regional offices of education or technical assistance providers.



5. How could you incentivize current classroom teachers to engage in this work?



PART C: Funding

Funding Needs:

1. What financial resources might your state need to address the challenge you are trying to solve? Consider funding for staffing, launch/start-up, and professional development.

Staffing:

Launch/Start-up:

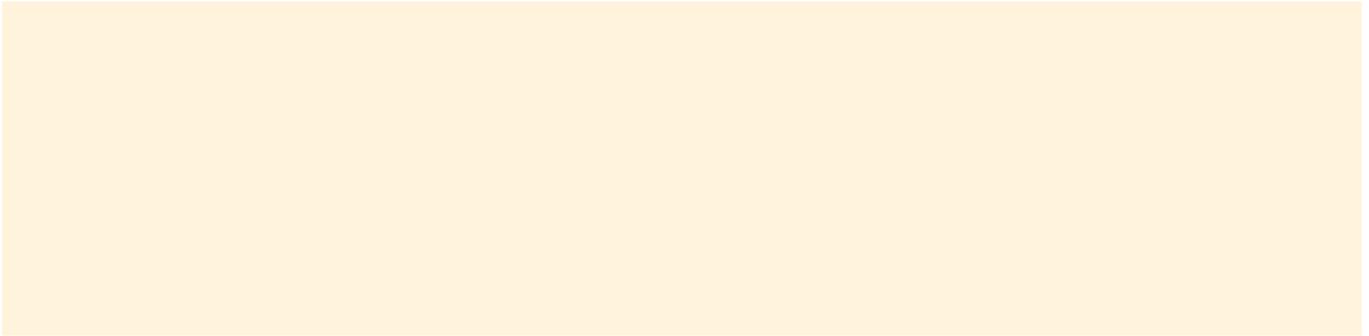
Professional Development:

Other:

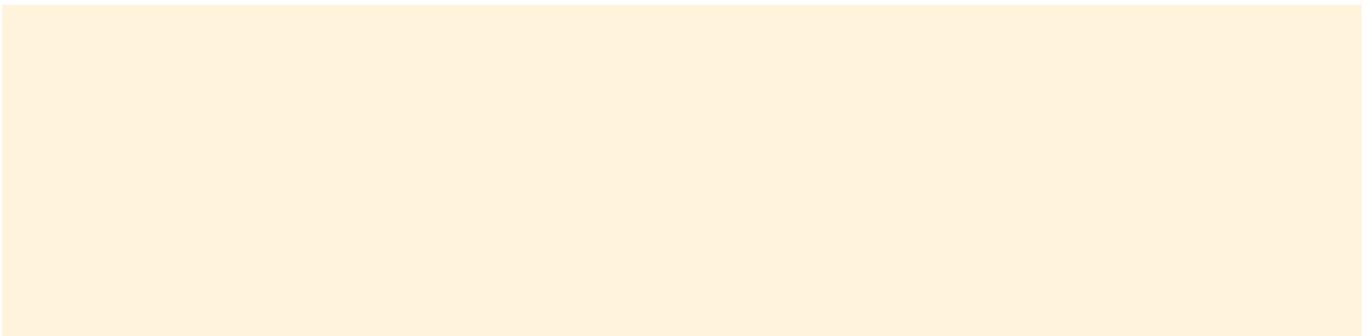
2. What are possible district misconceptions or misunderstandings districts might have regarding funding for teacher leadership? How might your state mitigate those?

Funding Context:

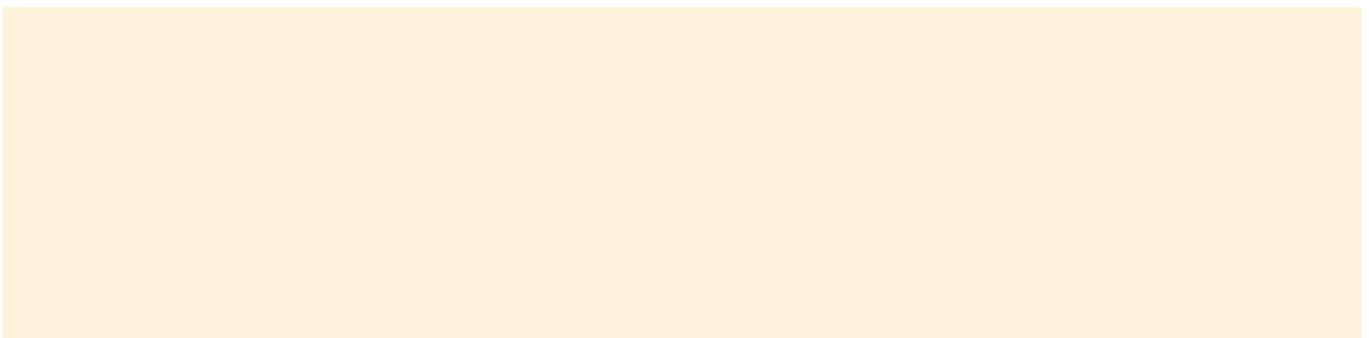
1. Is there state funding already allocated for teacher leadership? If so, how much, and what are the key constraints?



2. Are there federal or state funding streams that could be reallocated for teacher leadership?



3. Is there sufficient interest from the governor, legislature, and education stakeholders in using those funds for teacher leadership?



Once state teams complete the needs and context assessment, they can move to PHASE 2, which provides detailed descriptions and examples of a wide range of teacher leadership strategies that leading states have used. Teams should review and digest the full breadth of strategies in PHASE 2 prior to selecting a clear path forward for their state.



Communication and Collaboration

Collaborating with stakeholders to develop the rationale for teacher leadership and then communicating this rationale regularly is critical to successfully getting teacher leadership work off the ground. Key strategies and examples to inform state activities in PHASE 1 include:

- **Assume that stakeholders may be unclear about what teacher leadership is, how to implement it, or how it impacts students, and make efforts to educate them.** States new to teacher leadership must invest time to educate policymakers, superintendents, principals, teachers, and families on the benefits of teacher leadership.
 - For example, *New York* created a *presentation for its state department of education* to tell the story, grounded in data, of the problems teacher leadership could address.
 - Similarly, districts in *Tennessee* developed *presentations for their school boards* on why teacher leadership matters and included research-based talking points about the effectiveness of teacher leadership. The state also focuses talking points on how teacher leadership fits the needs of their stakeholders, not the state's needs.
- **Ask teachers, teacher leaders, and district representatives to inform the state's needs and context assessment.** In order to better understand what teacher leadership opportunities and challenges look like across the state, conduct focus groups and/or a survey to get diverse perspectives and insights.
 - In *Illinois*, the state's *P-20 Teacher and Leader Effectiveness Committee* surveyed thousands of *teachers, principals, board members, and district superintendents* on their attitudes about and experiences with teacher leadership in their schools and districts. The state is using this information to guide decisions about how best to support teacher leadership.
- **Invite teachers and teacher leaders to engage regularly in the state's work.** To increase buy-in for teacher leadership efforts and ensure that initiatives will be successful on the ground, states can bring in teachers and teacher leaders.
 - In *Massachusetts*, the state gathered feedback, input, and ideas from a representative group of teachers on educator effectiveness policies and resources via a Teacher Advisory Cabinet. At the end of the year, the state published a *report outlining the membership, key efforts, and accomplishments* of the cabinet. Since it piloted in 2014, the state has engaged 66 teachers total in three cohorts; the most recent two cohorts have met six times per year.
 - *Connecticut* successfully brings educators into the work of the Connecticut State Department of Education (CSDE) through an Educator Leader-in-Residence initiative, which enables teachers and principals to convene educators and policymakers to discuss current and proposed policy, and contribute their voices to CSDE activities and initiatives. In 2015, five teacher leaders and one principal engaged as Educator Leaders-in-Residence in the CSDE's Talent and Academic offices.
- **Create a formal structure for soliciting and incorporating input from other agencies, organizations, or stakeholders that support teacher leadership.** States should ensure that planning and implementation of teacher leadership efforts include regular engagement and input from a diverse group of state and local leaders. These can include state board members, union members, the business community, superintendents, school leaders, and teacher leaders. Stakeholders should be racially, economically, and culturally diverse to ensure a multitude of perspectives.
 - *Iowa* created a Commission on Educator Leadership and Compensation (as part of House File 215) to play a key role in implementing its statewide *Teacher Leadership and Compensation (TLC) System*.

Commission members include: teachers, administrators, AEAs (intermediate agencies), state professional organizations, university representatives, Department of Education representatives, and community members. Once legislation was passed, Iowa’s Commission on Educator Leadership and Compensation was created to play a key role in implementing the statewide system, particularly approving district grant applications and monitoring implementation. Sample commission *agendas*, *meeting notes*, and *reports* can be found on their website.

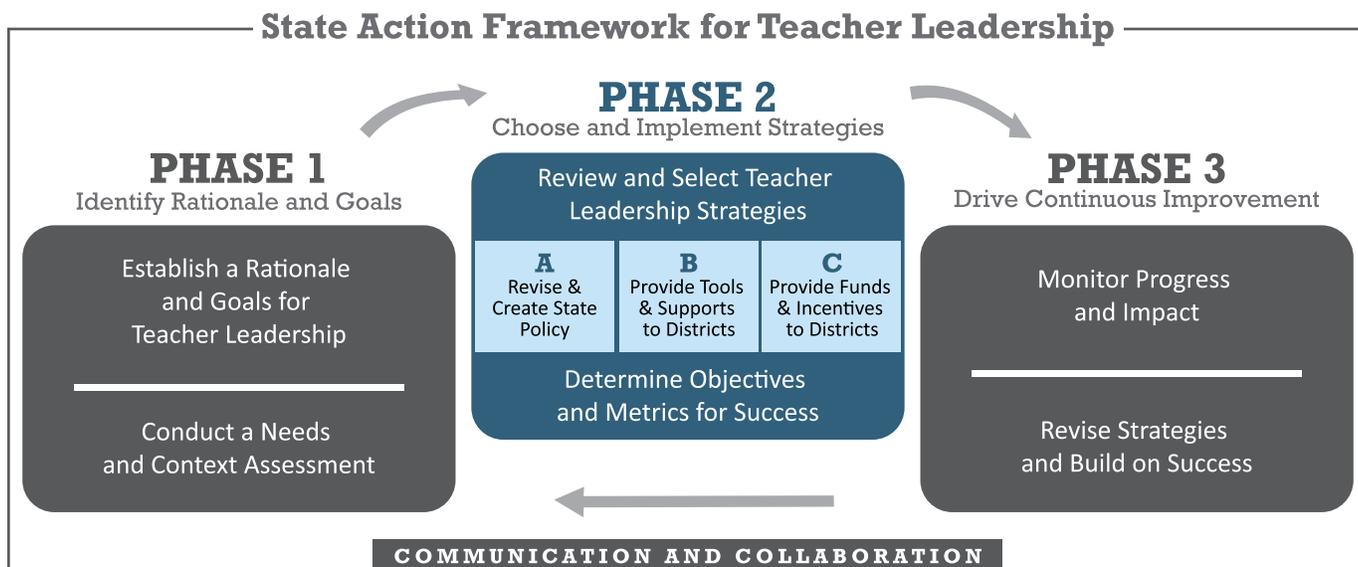


Lessons Learned From States

- **Regularly connect the dots with other existing initiatives.** States that view teacher leadership as an independent initiative can find that when budget cuts come about, it can be one of the first things to go. To create more staying power, states must ‘connect the dots’ between teacher leadership efforts and existing state priorities and embed teacher leadership as a primary strategy for achieving state goals.
- **Collaborate with districts early on and learn from the bright spots.** States should take early opportunities to work closely with districts as they design and shape their teacher leadership approach. Later, states can work with these same districts to pilot initial work and provide feedback and input into strengthening the effort.
- **Hire dedicated staff to drive teacher leadership at the state.** States often underestimate the number of FTEs required to manage teacher leadership work. States successfully shepherding teacher leadership efforts often have 2-3 FTEs focused on teacher leadership efforts. These staff can be responsible for helping craft and drive the mission of the state’s teacher leadership work; keeping SEA staff informed and helping them understand the value (and giving them opportunities to tap into the teacher leader work); managing day-to-day implementation; crafting internal and external communications; and leading future facing planning (evaluating impact, developing new projects/connections as state priorities evolve, etc.). For some states it may be challenging to develop a full team at the start of their teacher leadership work; in such cases, it can be valuable to start small and grow the work with fewer FTEs inside of a related state department.



3 PHASE 2: CHOOSE AND IMPLEMENT STRATEGIES



Essential Questions

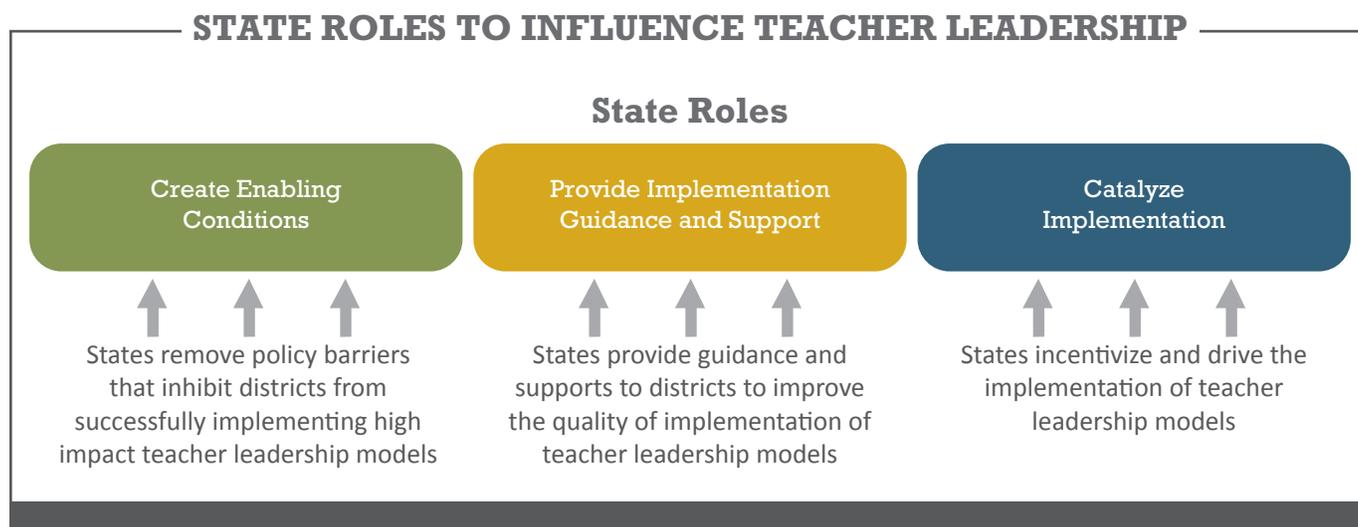
- Given our goals and rationale for teacher leadership, and the results of our needs and context assessment, what teacher leadership strategies should we pursue?
- How can we create, modify, or use existing policy to create the right models and conditions for teacher leadership?
- How can we best equip districts with useful tools and supports for implementing teacher leadership models?
- How can we provide funds to districts to incent innovative, high quality teacher leadership efforts?
- What objectives and metrics are appropriate for our selected teacher leadership strategies?

PHASE 2 Overview

Once states have established a rationale for teacher leadership, articulated goals, and examined their specific needs and context, they can move to PHASE 2. In this phase, state teams identify the roles they want to play in advancing teacher leadership. They also select and implement specific strategies for building and sustaining effective teacher leadership.

Identifying the State's Role

The state can play a variety of roles to drive teacher leadership. The toolkit defines the three categories of roles for states, as indicated in the graphic below.



While states are not limited to selecting one of the roles above (and they may select strategies that fall under multiple roles), it is important to recognize that the most foundational role for all states to play is to Create Enabling Conditions, or lay the groundwork for districts to create innovative teacher leadership models. Strategies that align with this role are listed first in each of the sections below.

As it takes on each role, a state has three main types of strategies available:

- A. Policy Strategies:** revise and create state policy
- B. Support Strategies:** provide tools and supports to districts
- C. Funding Strategies:** provide financial resources and incentives to districts

Together, these roles and strategies form a matrix that states can use to choose a unique path forward. For example, a state may determine that its role is primarily to create the enabling conditions but that it will also provide implementation guidance and support via targeted tools and learning forums. Another state may decide it wants to catalyze the implementation of teacher leadership at scale by passing a differentiated compensation policy and providing funds for implementing the policy.

Considering Your State's Role

Additional resources may be helpful as you consider your state's optimal role in advancing teacher leadership.

- **The Aspen Institute** created a *guide for states on the roles and responsibilities of the state education agency*, which can help states to determine what they should and should not do to influence change. According to this guide, essential roles a state can play include providing funding and oversight, and driving policy leadership and communications. A possible role states can play is that of implementation support; states can decide to do this based on their "internal capacity ... [looking at] indicators such as funding, leadership, legal authority, and political support; relationships and trust with LEAs; and staff expertise and experience, among others." Unsuitable state roles include displacing local authority and engaging in local personnel decisions.⁷

⁷ *Core Leadership: Teacher Leaders and Common Core Implementation in Tennessee*. (The Aspen Institute, 2015). Accessed June 13 2016. <http://www.aspen-drl.org/portal/browse/DocumentDetail?documentId=2846&download>.

- **Tennessee’s** Teacher Leader Guidebook *provides a helpful example* of how one state thought about the state versus the district role. According to the guidebook (p7), the state is an important vehicle to make teacher leadership visible and a high impact lever to improve student outcomes; align and integrate teacher leadership with accountability measures; and identify and share examples of effective teacher leaders and district conditions that aid teacher leader models. Districts, in turn, are best positioned to create teacher leader models and roles driven by district and school needs; create specific teacher leader roles aligned to teacher leader standards and competencies; create a fair and effective teacher leadership identification and selection process; and provide ongoing training and support for teacher leaders.⁸

State Roles and Strategy Matrix

	ROLE: Create Enabling Conditions	ROLE: Provide Implementation Guidance and Support	ROLE: Catalyze and Deepen Implementation
POLICY STRATEGY: A. Revise and Create State Policy States engage in revising, creating, and aligning state policies in order to support and/or drive development and implementation of teacher leadership initiatives.	A.1 Remove regulatory barriers	A.2 Adopt and use teacher leader standards A.3 Revise principal standards and/or school level evaluation rubrics	A.4 Pass or revise career ladder or differentiated compensation policy
SUPPORT STRATEGY: B. Provide Tools and Supports to Districts States develop, organize, and disseminate a variety of resources to districts in order to drive development and implementation of teacher leadership initiatives.	B.1 Provide usable data to districts	B.2 Elevate and disseminate best practices, tools, and models B.3 Foster collaborations, networks, and convenings	B.4 Provide professional development to teacher leaders and/or principals
FUNDING STRATEGY: C. Provide Funds and Incentives to Districts States support districts to use existing funding streams or provide new funding streams to drive development and implementation of teacher leadership initiatives.	C.1 Provide guidance on how districts can use local, state, and federal funds to support teacher leadership		C.2 Use federal and state funds to incentivize and support teacher leadership

⁸ Tennessee Department of Education. *Teacher Leader Guidebook: 2014-15 Tennessee Teacher Leader Network*. (Tennessee Department of Education, July 2015): 7. Accessed June 13 2016. https://www.tn.gov/assets/entities/education/attachments/331047_tchr_leader_guidebook_web.pdf.

STEP 1: Choose and Implement Teacher Leadership Strategies

- Given our goals and rationale for teacher leadership, and the results of our needs and context assessment, what teacher leadership strategies do we pursue?
- How can we create, modify, or use existing policy to create the right models and conditions for teacher leadership?
- How can we best equip districts with useful tools and supports for implementing teacher leadership models?
- How can we provide funds to districts to incent innovative, high quality teacher leadership efforts?

A: Revise and Create State Policy

Well crafted state policy can be a tremendous boon to teacher leadership. Policy that lifts certain restrictions can allow emerging teacher leadership to flourish in local districts. Policy can enable states to establish teacher leadership at scale across a vast array of districts and schools. However, advancing policy change requires significant coordination and effort, buy-in across multiple stakeholder groups, and time. Policies that are easy to establish in one state may be impossible in another. In some cases, policy can be a blunt instrument for change, and implementation can manifest differently across a state. States therefore must be cautiously optimistic when pursuing policy focused strategies.



ROLE: Create Enabling Conditions	ROLE: Provide Implementation Guidance and Support	ROLE: Catalyze and Deepen Implementation
A.1 Remove regulatory barriers and allow for critical local policy flexibilities to advance teacher leadership	A.2 Adopt and use teacher leader standards and/or a framework to establish a definition of quality teacher leadership A.3 Revise principal standards and/or school level evaluation rubrics to identify and measure principals' willingness to distribute leadership and abilities to sustain teacher leadership	A.4 Pass or revise career ladder/ differentiated compensation policy that establishes performance-based compensation and incentives for teachers to advance without leaving the classroom



Create Enabling Conditions

A.1. Remove regulatory barriers and allow for critical local policy flexibilities to advance teacher leadership

States can create conditions for teacher leadership to flourish by removing regulatory barriers that prevent districts from promoting the best teachers into leadership roles. Elimination of these often arbitrary requirements can help teacher leadership roles or systems flourish locally.^{9,10}

Potential policies to examine for barriers include:

1. **Teacher evaluation** – policies that don't allow the evaluation of teacher performance based on multiple measures can inhibit the rigorous selection and effective evaluation of teacher leaders
2. **Pay scale and staffing restrictions** – some policies can prevent districts from combining budget lines to create new teacher leadership positions with additional pay

⁹ Berrick Abramson. "How Can States Help Teachers Improve?," TNTIP Blog, January 14, 2016. Accessed June 13, 2016. <http://tntp.org/blog/post/how-can-states-help-teachers-improve>.

¹⁰ Public Impact. *Seizing Opportunity at the Top II: State Policies to Reach Every Student With Excellent Teachers*. (Public Impact, 2014). Accessed June 13, 2016. http://opportunityculture.org/wp-content/uploads/2014/10/Seizing_Opportunity_at_the_Top_II-Public_Impact.pdf.

3. **Class size maximums and seat time minimums** – these policies can inhibit alternative school designs (such as *multi-classroom leadership models*) that extend the reach of highly effective teachers or use blended learning models
4. **Policies that link student achievement to only one teacher** – these policies make it difficult to have a teacher leader in a hybrid role be accountable for the results of a team of teachers and their students
5. **Professional development funding restrictions** – policies that limit state funds to certain types of professional development can create disincentives for teacher leaders to create and deliver new development opportunities for their teams

State teams challenged to identify what these barriers are might use district leader focus groups to surface how current state policy is either helping or hindering their teacher leadership efforts.

State Example

- In 2015, the governor of *Texas* signed a bill to permit “*Districts of Innovation*,” a concept that allows a local school district greater control over teacher contracts, salary schedules, and teacher evaluation systems, among other things. An “innovation district” can be established by a 2/3 vote of the local school board, following a majority vote of the district level site-based management committee, provided the district has an “acceptable” accountability rating.
- In *Massachusetts*, “level 5” schools (schools in need of the most support and under direct oversight by the state) are able to adjust their salary structures to connect pay with performance.

Provide Implementation Guidance and Support

A.2. Adopt and use teacher leader standards and/or a framework to establish a definition of quality teacher leadership

Teacher leader standards and/or frameworks provide states, districts, principals, teacher leaders, and teachers clarity on the expected knowledge, skills, and capacities of a teacher leader, and provide a guiding vision for any teacher leadership effort. States can strategically facilitate and drive the use of standards by aligning professional development offerings and teacher preparation programming to the standards. States can also educate districts on how the standards are organized and how they can be used. The “*Teacher Leader Model Standards*,” developed by a group of education leaders and organizations in 2008, are an excellent example for states to use or adjust for their own purposes and context.¹¹ States should strongly consider this framework or others listed below as a starting place, as creating these tools from scratch is incredibly time intensive and often results in a near replication of existing frameworks. States must also be sure to include plans for stakeholder adoption and invest in building district understanding of standards and/or frameworks to ensure they don’t sit on a shelf unused.

State Example

- The *Center for Strengthening the Teaching Profession* (CSTEP) in *Washington* created the *Teacher Leadership Skills Framework*, which identifies and categorizes the professional development needs of teacher leaders. This framework can be used to design professional development, serve as a discussion tool to address the challenges of distributed leadership, and provide a common language for discussing the roles and capacities of teacher leaders.
- In 2011, the *Tennessee* State Board of Education adopted the *Teacher Leader Model Standards*, as it initiated its teacher leadership efforts.¹² The standards include seven domains of teacher leadership. Subsequently, the Tennessee Department of Education created the Tennessee Teacher Leader Council (comprised of six district

¹¹ <http://www.teacherleaderstandards.org/sponsorship>

¹² <http://www.teacherleaderstandards.org/sponsorship>

teams) in the fall of 2013 to develop adaptable teacher leadership models for district implementation. The Council used the standards as a foundation for developing the models. Hybrid teachers are evaluated in Tennessee, but districts have flexibility about which model (either for classroom teachers or for support positions like guidance counselors and instructional coaches) to use.

- *Kentucky* developed a *teacher leadership framework* that defines the mission of teacher leadership as “elevating teachers as experts and leaders in and beyond the classroom.” The framework defines leading in six dimensions: in the classroom; modeling/coaching; groups and teams; increasing teacher voice and influence; professionalizing teaching; and connecting to the larger community and world. Kentucky has created this *video* to explain the teacher leadership framework to stakeholders.
- Leading Educators developed a *Teacher Leader Competency Framework* which represents a distillation of the core behaviors that result in strong teacher leaders. The framework has four pillars of strong teacher leadership: Developing Self, Driving Initiatives—both of which are critical for all teacher leaders—and Coaching Others or Leading Teams, which will vary by teacher leader role. The competency framework was developed with the input of teacher leaders and multiple partner organizations.
- Instead of adopting a separate framework or set of standards, *Massachusetts* revised its “Exemplary” descriptors in its *teacher evaluation rubric* to call out educators to be models for others. Relatedly, the state has aligned its pre-service standards for teacher preparation programs to the standards districts use to evaluate educators. This is bolstered by the Candidate Assessment of Performance (CAP), an aligned pre-service performance assessment.

A.3. Revise principal standards and/or school level evaluation rubrics to identify and measure principals’ willingness to distribute leadership and abilities to sustain teacher leadership

Teacher leadership efforts that succeed at the school level require principals that are bought into the idea of distributive leadership and are effective at working with leaders to advance student achievement. States can drive this kind of school level buy-in by adjusting principal and school level evaluation rubrics and processes to include the extent to which distributive leadership manifests itself in the school. These rubrics can then drive shifts in principal preparation and training.

State Example

- *Tennessee* embedded a teacher leadership indicator in the revised *Tennessee Instructional Leadership and Principal Standards*, which has driven principals to focus on their distributive leadership skills and create the conditions for their teacher leaders to be successful. According to the indicator, a successful school leader “identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.”¹³ Since incorporating this indicator, the state has noticed a greater focus on developing shared leadership structures and teacher leader roles at the school level. At the end of SY2015-16, the state plans to review principal evaluation results on this indicator.

Catalyze and Deepen Implementation

A.4. Pass or revise differentiated compensation, career ladder, and evaluation policies that together establish performance-based compensation and incentives for teachers to advance without leaving the classroom

To integrate teacher leadership into their structures and systems, states must make significant efforts to create and pass policies that advance the work and professional careers of teacher leaders. Developing career ladder, compensation, and evaluation policies that enable and support teacher leadership can be one of the most challenging, but also influential, efforts states undertake to advance teacher leadership.

¹³ *Revised Tennessee Instructional Leadership Standards (2013)*. (Tennessee Department of Education, 2013). Accessed June 13, 2016. https://www.tn.gov/assets/entities/sbe/attachments/2-1-13-III_F_Revision_of_the_Tennessee_Instructional_Leadership_Standards_Attachment.pdf.

State Example

- In 2013, *Iowa* passed legislation (*House File 215*) that created a four-year process to develop a statewide Teacher Leadership and Compensation (TLC) system. To participate in this optional system, districts responded to a grant opportunity which required them to create multiple differentiated and meaningful teacher leadership roles with aligned compensation. The state provided key parameters in the *grant application* and *scoring rubric*, but also left room for innovation and flexibility. The Iowa General Assembly approved \$50 million for the first year of implementation, \$100 million for the second year, and \$150 million for the third year, enabling all districts to participate in the program if they choose. In subsequent years, the TLC funding will become a part of regular categorical funding streams from the state to the districts.
- In 2016, *Tennessee* began a micro-credential pilot with 60 teachers across the state (30 pairs with one highly effective teacher in their fifth to seventh year working with a novice teacher) to develop a more personalized professional learning system through the development of a set of curated, meaningful, and coherent competencies aligned to the instructional needs of Tennessee educators to improve student outcomes. The need to develop and retain teachers in their first 5 years in TN is critical, and this approach addresses the district survey data about the key competencies that beginning teachers are often missing: the skills found in the TEAM indicators related to questioning, thinking, and problem-solving. The goals of the pilot are:
 - Create a **personalized professional learning system** through the development of meaningful, coherent competencies aligned to instructional needs of educators.
 - Design a pilot with a specific emphasis on personalized professional learning for beginning teachers and help inform possible **pathways for licensure advancement**.
 - Align initial development of micro-credentials to the TEAM evaluation key competencies of questioning, thinking, and problem-solving.
- The results of the pilot year (2016-17) will be used to inform the rollout of microcredentials to a larger teacher audience in subsequent years and to gather feedback for possible policy changes related to professional development and licensure in Tennessee.
- *Tennessee* also developed a state policy that required districts to reform their salary structures with a differentiated pay policy. Statewide, over 80% of districts have selected a teacher leader role (additional pay for additional responsibilities) plan. These plans align educator roles, positions, and salaries to reflect the importance of shared leadership at the district and school levels and promise to increase recruitment and retention of effective educators. Positions are funded by a combination of state and local funds.
- *Arizona* had a long standing state level career ladder program, which established performance-based compensation and incentives for teachers who wanted to advance without leaving the classroom. Incentives were distributed at a team, school, or district level by districts. Districts had significant flexibility in designing their programs. A 2007 external evaluation found positive results; students in career ladder schools had higher levels of performance on the Arizona Instrument to Measure Standards (AIMS), even after adjusting for differences in student and school characteristics (Dowling et al., 2007). Unfortunately, the career ladder program was ruled unconstitutional in 2010 on the basis that it was discriminatory because funding was only available for a portion of the state's districts and no new districts could be added to the initiative. Legislation was passed to phase out the program by FY 2014-15.



Teacher Leader Endorsements and Certifications: A Mixed Bag

Many states have tried teacher leadership endorsements or certifications, but the return on investment is still uncertain.

On the positive side, teacher leader endorsements and certifications can provide states a process to identify, train, and verify that a teacher is prepared to be a teacher leader. As of 2013, eight states had endorsements or certifications related to teacher leadership and eight more had proposed endorsements or certifications according to Natale et al. (2013).¹⁴ However, requirements to achieve the designation vary widely. Moreover, no state requires teachers to have the endorsement to serve in teacher leadership roles. While this helps create wider access to teacher leadership roles for all experienced, expert teachers, regardless of academic qualifications, it can minimize the importance or necessity of endorsement or certification. Some states are concerned that creating endorsements may create unnecessary bureaucratic hoops teachers must jump through that narrow the pool and fuel an input-driven, compliance mindset. In other words, pursuing an endorsement or certification can unintentionally lead states to develop policies that promote form without function.

Therefore, states choosing this strategy must get a few things right. First, it is important to determine what problem teacher endorsements or certifications are intended to solve and how this strategy aligns to other teacher leadership efforts. States must be thoughtful about connecting certification to career ladders, roles and/or compensation structures, and clarify what proficiency means on agreed upon competencies. Second, states must find ways to ensure that universities and other non-traditional routes are providing consistent, high quality training to prospective teacher leaders, and only providing endorsements or certifications to those who display the knowledge and skills to effectively lead. This can work better in states that are smaller and/or have most candidates trained at only a handful of universities. Finally, for current teachers working towards an endorsement, states should confirm that they have a positive recommendation from their school leaders. Below are examples of a few states working on designing and implementing endorsements and certifications:

- **Georgia** adopted a policy that created a state teacher leader endorsement. In order to receive an endorsement, teacher leaders must receive intensive coaching, have an individualized growth plan, provide work samples that indicate they have met program standards, and have three years of experience and a Master's degree, at minimum. The state also provides a set of seven standards that educator preparation programs must design their endorsement around, with topics including: design and implementation of professional learning, working with stakeholders to develop school culture, comprehensive understanding of curriculum and assessment, modeling best practices and mentoring others, engaging in data-driven decision making, conducting and applying research, and collaborating with stakeholders to improve student learning.¹⁵
- **In New Jersey**, new legislation (S-165) provides educators the opportunity to earn a teacher leader designation on their teaching certificate upon the successful completion of an approved program of study. In the upcoming months, a Teacher Leader Endorsement Advisory Board will make recommendations to the State Department of Education about the requirements for eligibility and the program of study for the endorsement. The teacher leader endorsement will prepare educators to meet a number of expectations, such as fostering a collaborative culture to support educator development and student learning; supporting professional learning communities; and facilitating improvements to advance student learning.¹⁶ A guiding principle for the Advisory Board is to “do no harm” and ensure that the endorsement does not inhibit the strong teacher leadership practices already in place in many districts and schools.

¹⁴ “The Teacher Leadership Landscape,” Policy Points (November 2014). ASCD. Accessed June 13, 2016. <http://www.ascd.org/ASCD/pdf/siteASCD/publications/policypoints/Teacher-Leadership-Nov-2014.pdf>.

¹⁵ Georgia Professional Standards Commission. 505-3-.72 Teacher Leadership Program. (Georgia Professional Standards Commission, May 15, 2014). Accessed June 13, 2016. <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.72.pdf>.

¹⁶ “Governor Christie Signs Education Reform Agenda Initiative Into Law To Expand Teacher Leadership and Mentoring Opportunities.” (Press Release- State of New Jersey Office of the Governor, September 18, 2015). Accessed June 13, 2016. <http://www.nj.gov/governor/news/news/552015/approved/20150918a.html>.



Communication and Collaboration

States indicate that communicating and collaborating with stakeholders is key to the success and sustainability of teacher leadership policies. Below are key tactics states have used to advance policy strategies:

- **Develop a diverse task force to design the best policies and build buy-in.** If a state is planning to overhaul or adjust key policies (e.g., compensation, evaluation, career ladder), they must take steps to bring others along.
 - *Iowa* developed a task force that created recommendations for a new teacher leadership and compensation system. The task force included members representing a variety of stakeholders across the state. After the task force published its *final report*, the Governor's special assistant for education and the IDOE director scheduled town hall meetings across Iowa to share the recommendations, build support, and open communication with stakeholders.
- **Partner with the union in teacher leadership conversations.** As career ladder, compensation, and evaluation policies are often designed in conjunction with a local or statewide union, states looking to utilize these policies to advance teacher leadership must make critical and frequent communication with the pertinent union a priority.
 - In *Iowa*, all major state professional organizations were included in all phases of development and implementation. Representatives from and members of the Iowa State Education Association, School Administrators of Iowa, and the Iowa Association of School Boards were on the Task Force that developed initial teacher leadership recommendations. They are also members of the Commission that approves district plans and the Statewide Support Group that coordinates supports for districts.
 - In Massachusetts' Professional Learning Networks, *participating districts are required to include at least one teacher as a team member*, and many select local union presidents or representatives.
- **Communicate the case for teacher leadership early and often with policymakers.** Many policymakers might not understand how teacher leadership works, why it requires policy shifts at the state level, or why it requires funding to work. States who have engaged with their policymakers early, and who have made a strong case for teacher leadership have found this critical to getting policy passed.
 - *Tennessee* used a *report on teacher leadership* developed by the Tennessee Hope Street Fellows Group (a group of teacher leaders) to gain support among policymakers.



Lessons Learned From States

- **Include plans for stakeholder adoption of new policies.** For both teacher leadership standards and endorsements, it is critical that states invest time, not only in designing them well, but also in planning for how they will ensure rapid adoption and use. For example, states can include key stakeholders in the teacher leadership standards development process and encourage (or provide incentives) for districts to pilot them before they become final. For endorsements and certifications, states can consider the principles that will make them meaningful (e.g., increased responsibilities for endorsement holders, recommendation by an administrator, access to additional funding or resources) and message these to potential adopters.
- **An established framework for instructional practice and an aligned teacher evaluation system is important grounding for career ladder and compensation policy.** Some states have rolled out differentiated career ladder and compensation systems before establishing a sound teacher evaluation policy and framework based on multiple measures. This can make evaluating teacher leadership's impact on instruction difficult and confusing. *Tennessee* rolled out a new evaluation system for teachers and principals in 2011 and a differentiated pay policy in 2013.
- **Provide adequate, sustainable funding for enacting teacher leader policy, if necessary.** States should ensure that substantial funding is available to compensate teacher leaders for extra time, effort, and training. The policy must also ensure sustainability of funding over time; for teacher leadership to be taken seriously in a

school or district, both school leaders and teachers must feel confident that the new roles are not temporary. Please see the [Rationales for Teacher Leadership](#) in the [Teacher Leadership Overview](#) for tips on appropriate compensation.

B. Provide Tools and Supports to Districts

States can employ a range of strategies to support districts that are developing teacher leadership models. From supplying data or vetted tools on the state website, to a more intensive strategy such as directly providing professional development to teachers and principals, states vary their support strategically based on the role they want to play, their relationship with local districts, funding availability, and state size. This is also an opportunity for states to decide when communicating with districts which teacher leader components should be **scaled** or required when developing a teacher leader model (e.g., integration of the Model Teacher Leader standards, alignment with the state strategic plan, evidence of financial sustainability) and which teacher leader components could be **spread** or allow for local flexibility and customization (e.g., number of specific teacher leader roles, responsibilities of teacher leaders, requirements for teaching a full load). When this balance of scale and spread components are communicated by states, districts are empowered to develop rigorous, cohesive, and innovative models that meet the needs of their local community. Conversations with states surfaced several unique support strategies:



ROLE: Create Enabling Conditions	ROLE: Provide Implementation Guidance and Support	ROLE: Catalyze and Deepen Implementation
B.1 Provide usable data to districts that allow them to identify effective teachers and measure the impact of their teacher leadership efforts	B.2 Elevate and disseminate best practices, tools, and models that support district planning, design, and implementation (including providing language for framing the value of teacher leadership)	B.3 Foster collaboration, networks, and convenings for districts and schools B.4 Provide PD to teacher leaders and/or principals to support high quality implementation



Create Enabling Conditions

B.1. Provide usable data to districts that allow them to identify effective teachers and measure the impact of their teacher leadership efforts

To create the conditions for teacher leadership to thrive, states can ensure that districts have the information they need to select, develop, and gauge the impact of their teacher leaders. States can pull from their comprehensive data warehouses to provide districts with regularly updated reports on evaluation, teacher and principal retention, student achievement and equity gaps, and talent pipelines. States can also provide guidance for districts on how to use this data. For example, they can provide guiding questions and templates for district analysis.

State Example

- [Tennessee](#) developed a [District Human Capital Report](#) for each of its districts that covers a range of human capital topics, including evaluation, retention, and hiring data. The state also created a [Human Capital Self-Assessment Tool](#) which is designed to aid in district data analysis, present possible strategies for improving human capital management, and provide guidance on prioritizing the strategies to implement. Teacher leadership is embedded in the tools and is a recommended strategy at the end of the self-assessment for districts looking to strengthen human capital efforts.
- The NYC Department of Education developed a [Smart Retention Report](#) as a resource for schools to understand their staffing patterns and inform their decisions and conversations about talent and staffing.

Provide Implementation Guidance and Support

B.2. Elevate and disseminate best practices, tools, and models that support district planning, design, and implementation (including providing language for framing the value of teacher leadership)

States advancing teacher leadership frequently create and distribute toolkits, reports of best practices, models, and/or tools, and gather and share emerging best practices from district implementation. States must ensure that their resources are high quality, aligned to district needs, well organized or easily searchable, and can be adapted to fit local district or school needs (use PowerPoint or Word, which are editable, and not PDF). Targeted distribution lists and comprehensive dissemination plans can ensure that the leaders who need the resources are able to access them quickly and easily.

District-Facing Tools

Key district-facing tools states could provide include:

Research and Planning Tools

- Research summary on the impact of teacher leadership on student learning
- Cost structure modeling for teacher leadership
- Data reports to help districts analyze student learning results and teacher quality indicators to inform district goal setting

Policy and Communication Tools

- Ways of framing the “what” and the “why” of teacher leadership to different stakeholders

Implementation Tools

- Criteria/rubric for evaluating teacher leaders
- Teacher leader professional development plans/modules/needs
- Library of sample job descriptions
- Examples of strong alternative salary schedules
- Title IIA planning tool for districts to reflect on how they use these funds

Monitoring and Evaluation Tools

- Rubrics for assessing the impact of teacher leadership programs
- Measurement tool to understand individual teacher leader impact

In the call out box are examples of how states have thoughtfully organized and disseminated district-facing tools and support opportunities. [To access a larger list of high impact district tools, click here.](#)

State Example

- [Iowa](#) developed and shared a number of tools to support its Teacher Leadership and Compensation districts [on a platform called Agora](#), developed by AEA PD Online. This virtual community platform brings teacher leaders and administrators across the state together to access resources and learning opportunities and to collaborate on implementation. Resources on the site include: self-assessments and surveys; on-demand learning opportunities in the form of articles, modules and videos; community forums with different focus areas; and an events calendar of professional development opportunities. Resources on the site are also organized by focus area: adult learning, collaborative culture, communication, content pedagogy and assessment, systems thinking, and data and organizational leadership.
- [New York](#) created a [comprehensive web page on EngageNY](#) to house key information, deadlines, and resources for its Strengthening Teacher and Leader Effectiveness districts. The website includes a comprehensive array

of tools, including overview slide decks describing the state’s teacher leadership approach, goals and theory of action, reflections and advice from successful district models, sample job descriptions, and sample school readiness criteria.

- *Massachusetts* has housed several district-facing tools on its state website, including advice from their teacher and principal advisory cabinets, lessons learned from districts through the state’s teacher leadership professional learning network, and several case studies of districts engaging in teacher leadership efforts.



Catalyze and Deepen Implementation

B.3. Foster Collaborations, Networks, and Convenings for districts and schools

While teacher leadership models can be extremely diverse and context-specific, states, districts, and schools can also find great value in coming together to learn from one another. States can play a strategic and much needed role by planning and supporting these convenings. States planning these should consider inviting vertical teams that include teacher leaders and work to provide a safe space to share both successes and challenges. States can also create space for fostering communication and collaboration across institutes of higher education, professional organizations, and regional professional learning centers.



State Example

- In 2013, *Tennessee* created the Tennessee Teacher Leader Network, which now has 45 member districts. The network represents the geographic, socioeconomic, and demographic diversity of the state, and each member sends a diverse district team to monthly network meetings. Through grants from the state, networked districts develop adaptable, innovative teacher leadership models aligned to their specific strategic plans and reflecting the professional development needs of their educators. While each district model is unique in design, roles, and costs, all share a common vision of developing teacher leader capacities, skills and actions, and increasing student achievement. The state has published three annual Teacher Leader guidebooks (the first in 2014, the second in 2015, and the third in 2016) in order to share details about each model, which include a district overview, rationale for teacher leadership, roles and responsibilities, key strategies, suggested best practices, implementation timeline, communication strategies, and cost.
- *Massachusetts* created a district Professional Learning Network, an initiative which created strategic partnerships between a small group of districts and the Department of Elementary and Secondary Education to learn from each other. The network helps drive districts towards distributed leadership and is focused on educators receiving high quality feedback, promoting teacher leadership opportunities, reducing evaluator workload, and advancing a culture of collaboration. The network meets monthly to share district progress on related initiatives, problem solve, and discuss ideas. There is limited funding associated with the project; the work was kicked off with \$5,000 grants to participating Professional Learning Network districts through Race to the Top funding. In 2015, the state partnered with Education Delivery Institute (EDI) to conduct district self-assessments at the beginning of each year. The last four years, the state has hosted a statewide spring convening with districts and teachers presenting best practices on a range of topics. This has been a deliberate effort to support districts in communicating and engaging different levels of educators in their work and decision making.

B.4. Provide professional development to teacher leaders and/or principals to support high quality implementation

States can provide professional development to teacher leaders and principals, who can then adapt what they learn to train additional teachers and/or create teacher leadership models. States can also deploy experts to consult with and guide the development of teacher leadership roles. By engaging in these strategies, states proactively build significant local capacity, which can ensure higher quality implementation in local districts and schools. A word of caution: While direct professional development can have many benefits, states must be

selective in their efforts to directly provide professional development to districts and school leaders, as to not strain state capacity. Additionally, states must be thoughtful about the role they want to play and avoid engaging in activities that are better accomplished at the district level. This will depend on state context, including size and relationship with its districts.

State Example

- In *Iowa*, the state Department of Education created a Teacher Leadership and Compensation (TLC) Support Team. The purpose of this team was to identify, coordinate, and provide learning and professional development opportunities that promote collaboration among teachers, teacher leaders, and administration statewide. This group is also intended to ensure consistent and accurate messaging throughout the state. The team included members from the department of education, the state education association, the school board, regional support organizations, and higher education. Member organizations funded the time and travel for each support team member.
- Using Race to the Top funds, *New Jersey's* Department of Education developed an Achievement Coaches program. Teachers who train to be Achievement Coaches earn a stipend to both create sessions and provide turnkey training to their peers on key topics of interest, (e.g., teacher practice to foster intellectual engagement, standards-aligned assessments, and professional growth through evidence based conversations.¹⁷)
- As part of Race to the Top, *Massachusetts* partnered with the University of Massachusetts Dartmouth to offer a year-long, graduate level course for lead mentors called *Project SUCCESS*. Designed to increase district capacity, the program trained 400 lead mentors in a train-the-trainer model.
- Between 2012 and 2015, the *Tennessee* State Department of Education trained 1,370 local educators to serve as Learning Leaders to facilitate summer trainings on Tennessee's new academic content standards in math and ELA to approximately 62,000 teachers statewide. This peer training model developed the capacity of both Learning Leaders and their peer educators, and aligned to the state's goal of aligning instruction statewide to the new academic content standards. The initiative was initially funded through a Race to the Top grant, and then was supported by state and Title IIA funds in 2015.

Communication and Collaboration

As states provide supports to their regional and district partners, vertical communication about the role of the state, appropriate use of the tools, and enthusiasm for state-district collaboration is key. Strategies include:

- **Create a wide-ranging dissemination plan, utilizing local and state collaborators.** New York posted myriad toolkits around career ladder and teacher leadership, as well as an interactive map of district programs on its *Strengthening Teaching and Learning Effectiveness website*.
- **Use professional development events to develop and test communication materials.** Kentucky's Network to Transform Teaching executed Activating Teacher Leadership Institutes facilitated by *Teachers 21*, to strengthen administrators' ability to tap the leadership of teachers. At the event, the state leaders filmed video clips to use for stakeholder messaging & case studies.

Lessons Learned From States

- **House vetted resources centrally.** States must be able to provide top resources to districts via a centralized website or portal. Ensure this location is easily searchable (or that resources have tags), and that they are editable. This will ensure equity across districts seeking to advance teacher leadership and drive adoption of innovation statewide.

¹⁷ <http://www.nj.gov/education/AchieveNJ/achievementcoaches/>

- **Build regional and district capacity to own and sustain the work.** States must build local capacity to manage training and support overtime, as often initial grants can only support the start-up phase of an initiative. Relatedly, states should be careful about taking on direct professional development at scale using limited state capacity. States should leverage both district capacity and networks to drive professional development and support.
- **Engage partners to communicate resources and learning opportunities.** Partnering with organizations such as the union, principal associations, and universities can be an excellent opportunity to disseminate resources to large swaths of districts and teachers.

C: Provide Funds and Incentives to Districts

From the district perspective, one of the most valuable roles the state can play is to help districts identify sustainable funding streams for teacher leadership work. Even better is when states provide flexible financial resources for districts to experiment with or pilot teacher leadership models. If a state can offer funds or incentives, more people will pay attention than if a state just puts out model standards or best practices. Leading states draw on a variety of funding sources to drive teacher leadership, and have carefully chosen whether to have more or less influence over how these resources are directed.



ROLE:

Create Enabling Conditions and Provide Implementation Guidance and Support

C.1 Provide guidance on how districts can use local, state and federal funds to support teacher leadership

ROLE:

Catalyze and Deepen Implementation

C.2 Use federal and state funds to incentivize and support teacher leadership



Create Enabling Conditions and Provide Implementation Guidance and Support

C.1. Provide guidance on how districts can use local, state, and federal funds to support teacher leadership

Local, state, and federal dollars can be used in new ways to fund teacher leadership efforts and states can provide helpful guidance to districts on how to do so. For example, dollars typically funneled towards teacher recruitment, teacher retention, and professional development could be repurposed to support teacher leadership efforts that address similar goals.

State Example

- Public Impact’s *Opportunity Culture* initiative that extends the reach of high quality teachers has developed multiple cost-neutral solutions such as the ones below. Further detail and variations on each can be [found on their website](http://opportunityculture.org/reach/).¹⁸:
 - Multi-Classroom Leadership: Excellent teachers lead a teaching team and are accountable for all students
 - Specialization: Excellent teachers specialize in high priority subjects and roles, with new paraprofessional support
 - Class-Size Changes: Excellent teachers teach larger classes, within limits and by choice, ideally without increasing instructional group size

¹⁸ <http://opportunityculture.org/reach/>

- Time-Technology Swaps: Digital instruction or offline skill practice and projects save teachers time to teach more students and collaborate. Students spend an hour (elementary) or more (secondary) daily in paraprofessional-supervised learning.
- *Education Resource Strategies (ERS)* offers a free tool, “*School Budget Hold’em*” to help districts better understand the budget tradeoffs associated with different compensation, class size, and time decisions. The tool is organized as a game in which the budgeting process becomes a long-term visioning exercise around how the district can best serve its students. The game format challenges districts to step outside of the constraints of day-to-day decisions.
- Under the new Every Student Succeeds Act (ESSA), state and district teacher leadership efforts will benefit from increased funding flexibility. While changes to the administration of noncompetitive formula-grant programs like Title I will not occur until the 2017-18 school year, states can begin planning now.
 - **Title II funds** under ESSA can be used to support efforts to enhance teacher quality. While basic Title IIA grants flow by formula to states and to school districts, as under NCLB, ESSA allows Title IIA activities to be carried out in partnership with a non-profit or for-profit entity. The bill also allows states to develop or assist school districts in developing career advancement opportunities, differential pay, or other incentives (including using performance-based pay) to recruit and retain teachers, principals, and other school leaders in low-income schools and school districts, and teachers in high need subjects.
 - The **School Improvement Grant (SIG)** program, which is funded at around \$500 million currently, has been consolidated under ESSA into Title I, which helps districts educate students in poverty. States are able to set aside up to 7 percent of all their Title I funds for school turnarounds, up from 4 percent in current law (That would give states virtually the same amount of resources for school improvement as they get now, through SIG.). Most of the money goes to districts. It is up to states whether to send that money out by formula, to everyone, or competitively, as they do now with SIG dollars.¹⁹
 - **National Activities** – ESSA authorizes a \$469 million fund for National Activities (which increases to \$489 million in fiscal year 2020) through which USED will administer several programs, including The Teacher and School Leader Incentive Fund (which accounts for about half of the National Activities funds) for states and districts to support human capital management systems. Formerly known as the Teacher Incentive Fund, these grantees have used federal funding to develop and fund teacher leadership positions and incentivize teachers to serve in high need schools. Projects have included: teacher career pathway programs that diversified roles in the teaching force and teacher career pathways that recognize, develop, and reward excellent teachers as they advance through various career stages; and the creation of new salary structures based on effectiveness.²⁰ (For more information about ESSA, see the *ESSA Call-Out Box*).
 - Maine has a thriving Teacher Incentive Fund (TIF) initiative that covers 10 districts and 15,000 students across the state. Within the TIF districts, nearly 30% of teachers are involved in teacher leadership roles and all teachers are engaging in peer observation and feedback to refine and improve their professional practice. Maine has engaged TIF teachers to participate in segments of the National Board Certification process and has trained teachers to support colleagues through the process.
 - New York City also began its teacher leadership efforts with the use of TIF grant funding. New York used a 2012 TIF grant to implement and refine a teacher career pathway in 78 high needs middle schools. In later years, the city piloted two teacher leadership roles: Peer Instructional Coach and Model Teacher, which support school leaders and peers to improve instruction and student learning.

¹⁹ Education Counsel. *Summary Analysis of the Every Student Succeeds Act*. (Education Counsel, December 10, 2015). Accessed June 13, 2016. <http://ib5ua-mau5i20f0e91hn3ue14.wpengine.netdna-cdn.com/wp-content/uploads/2015/12/EdCounsel-Summary-of-ESSA-12-10-2015.pdf>.

²⁰ <http://www2.ed.gov/programs/teacherincentive/index.html>

- **Title I “schoolwide program” funds** can also support many teacher leadership activities, including performance-based compensation systems. Title I funds rarely support these kinds of initiatives, however, because states and districts don’t often realize how the money can be used. As a *CCSSO toolkit on maximizing funds* explains, “clearing up the misunderstandings that lock down Title I spending can help schools maximize federal funds” for priority work, such as teacher leadership, to improve student achievement.²¹



Catalyze and Deepen Implementation

C.2. Use Federal and State funds to incentivize and support teacher leadership (e.g., based on an application or competitive selection process)

To catalyze implementation, states can provide financial incentives and guidance for select districts to pilot and develop teacher leadership roles and systems. States can influence how these funds are used in several ways:

- Requiring that districts complete an application to receive funds
- Determining the level of selectivity, depending on the amount of funding available and state goals (for example, if the state is trying to achieve scale across all of its districts, it may not be as selective as a state that is trying to pilot a particular teacher leadership strategy)
- Setting parameters for teacher leader model design and implementation to promote quality while also promoting innovation. Parameters could include clearly defined roles, sustainability plans, and evidence of school structures and cultures conducive to teacher leadership
- Ensuring that part of the funds are used for evaluation purposes so that states gain valuable feedback from districts on implementation challenges, supports needed, and policy implications for scaling teacher leadership



State Example

- In *New York*, the SEA and NYSED, developed the *Strengthening Teacher and Leader Effectiveness (STLE)* RFPs and grants using Race to the Top funds to promote a comprehensive approach to the recruitment, development, support, retention, and equitable distribution of great teachers and leaders in the context of implementing the new teacher evaluation (APPR) law. One grant round encouraged districts to use APPR results to advance teachers and principals into career ladder roles where they can have more influence on colleagues’ effectiveness and student learning. The *RFP* included design principles such as adequate training and requirements, such as a minimum of three levels on the career ladder, for districts to incorporate in their plans.
- *Kentucky* also designed a competitive grant program for schools interested in demonstrating current or planned strategies to utilize effective teachers in teacher leadership roles. The *Empowering Effective Educators (E3) Grant* provides schools with funds to design and implement a teacher leadership structure that builds staff and recognizes teacher leaders’ impact on schools’ continuous improvement. The *RFA* required that teacher leadership programs promote the use of highly effective teachers in various leadership roles based on the needs of the school.
- *Texas* took a more prescriptive approach to a competitive grant process. Their Creating Turnaround Educator Pipeline, or *CTEP initiative*, funded with federal School Improvement Grant (SIG) dollars, seeks to enable strong teachers to take on more leadership and responsibility in their schools, support the turnaround efforts in their buildings, and strengthen the leadership pipeline in their districts. They chose a specific teacher leadership model, *Opportunity Culture*, to achieve these goals and invited districts to apply for the opportunity to pilot it. As part of the grant, the Texas Education Agency is providing ongoing technical assistance, including informational sessions on teacher leadership. Key to its definition of teacher leadership are: recognized

²¹ *Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden*. (CCSSO, 2013). Accessed June 15, 2016. <http://www.aep-arts.org/wp-content/uploads/2014/04/CCSSO-Toolkit-on-Maximizing-Funds.pdf>

responsibilities, authority, time to collaborate, support from administration, and shared understanding of the role among all staff.



Communication and Collaboration

- **Reach out to local and state thought partners to think creatively about spending federal dollars differently.** School board members and district staff may have creative ideas for spending ESSA funds to support teacher leadership that state level staff can incorporate in their guidance for districts. States can also talk to grant managers/CFOs in other states to collaboratively problem solve and support each other during this time of ambiguity.
- **Provide thoughtful design principles and guidance for districts when offering a grant opportunity.** States should include upfront collaboration with local unions and teacher leaders as requirements in any local design process to ensure creation of the best models and ultimate buy-in. Other design principles can revolve around sustainability, a focus on outputs (i.e., student achievement) versus inputs, and partnerships. States should also be clear and direct with districts about goals for what the grant should accomplish and what supports or technical assistance will be provided
- **Thoughtfully establish the “tight-loose” parameters.** There is danger in a state scripting what a teacher leader is for all of its districts. While certain elements and competencies matter, the specific roles and their compensation levels should not be overly prescriptive, as this can restrict districts abilities to experiment with teacher leadership approaches. For example, New York was tight on evaluation results being tied to the positions and the minimum levels in the career ladder, but loose on the types of roles. The goal is to provide incentives for scale but allow for local innovation and judgment about what specific approach works best.



Lessons Learned From States

- **Ensure that districts are focused on sustainability.** Districts must have a long-term plan to sustain teacher leader positions and have a plan to fund positions beyond short-term state grants. Funding that gradually phases out can be a forcing mechanism for thoughtful district planning. States can invest in local/regional resources to sustain this work after initial grant money runs dry.
- **Invest resources to visit pilot districts and help to communicate and cross-pollinate ideas.** State leaders can learn a lot from being on the ground and learning from district leaders and implementers. States can use resources to hold regular virtual or in-person focus groups with and between districts to receive feedback on what’s working and what isn’t. States should then be flexible about iteration and changing their strategies based on what they hear. States can also use their birds-eye view to help effectively communicate the outcomes of grants beyond grantees.



EXERCISE Read through the strategy options and corresponding state examples and tools, and use them to spark discussion among your team on how using each strategy could work (or would not work) for your state.

With your state team, **first review your state's goals and rationale**. Then discuss the prompts below to determine what strategies and state examples are most relevant for your state.

A: Create and Revise Policy

Review the notes from your needs and context assessment on “PART A: Policy”. With this context in mind, review your notes from each strategy in A.

1. Which individual or set of **policy strategies** seems most critical to enact in your state? Why?

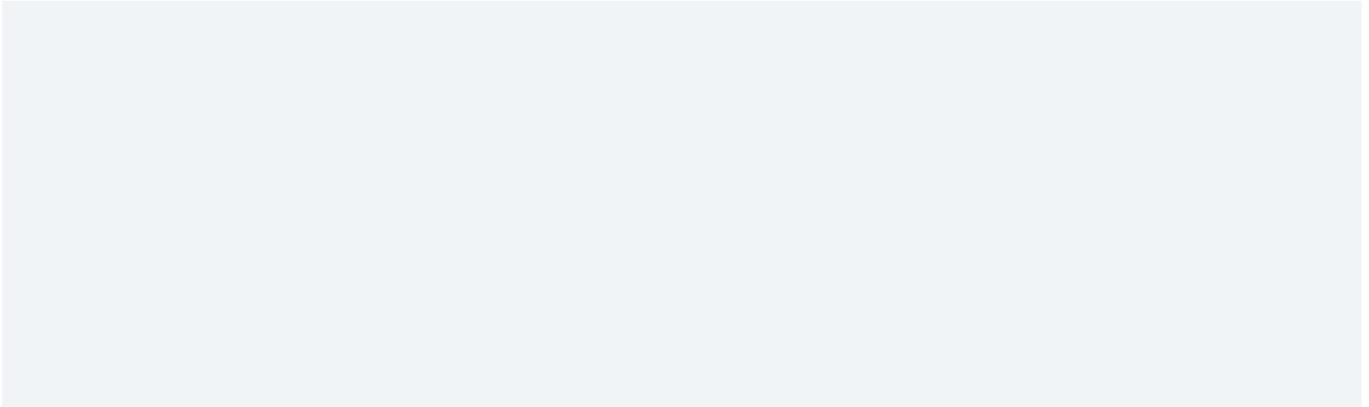
2. What challenges or barriers do you foresee? What mitigation strategies come to mind?

3. What are 2-3 next steps your state team could take to enact this strategy or set of strategies?

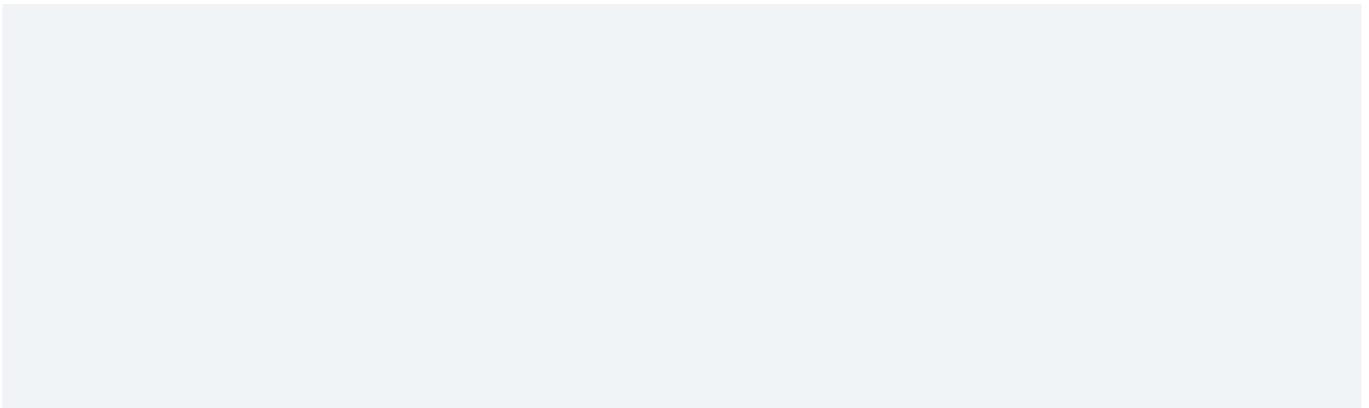
B: Provide Tools and Supports to Districts

Review the notes from your needs and context assessment on “PART B: Support”. With this context in mind, review your notes from each strategy in B.

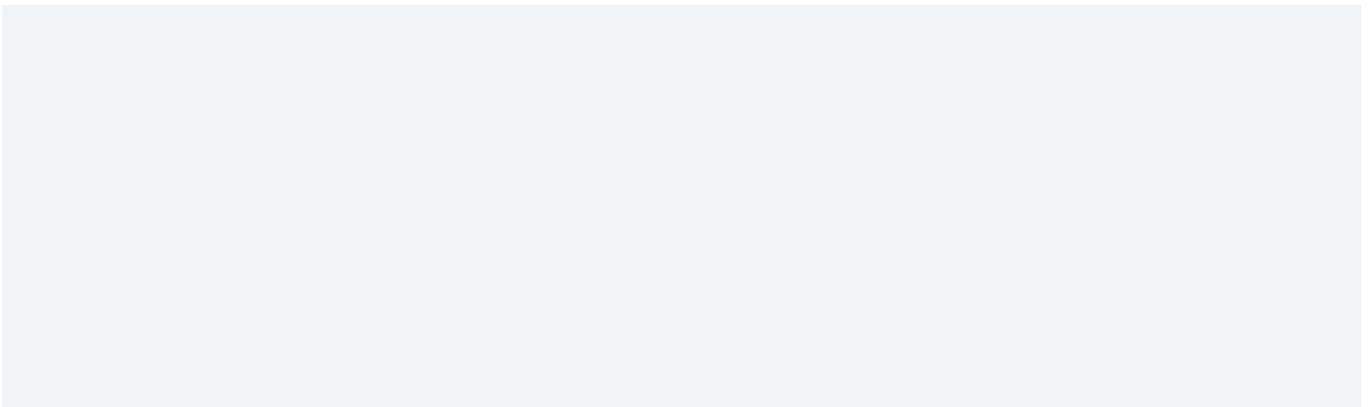
1. Which individual or set of **support strategies** seems most critical to enact in your state? Why?



2. What challenges or barriers do you foresee? What mitigation strategies come to mind?



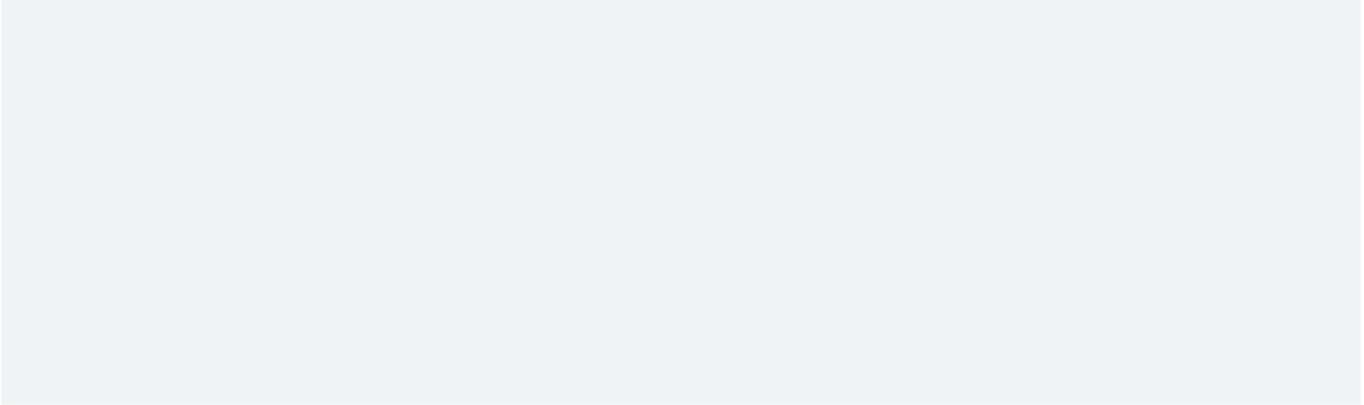
3. What are 2-3 next steps your state team could take to enact this strategy or set of strategies?



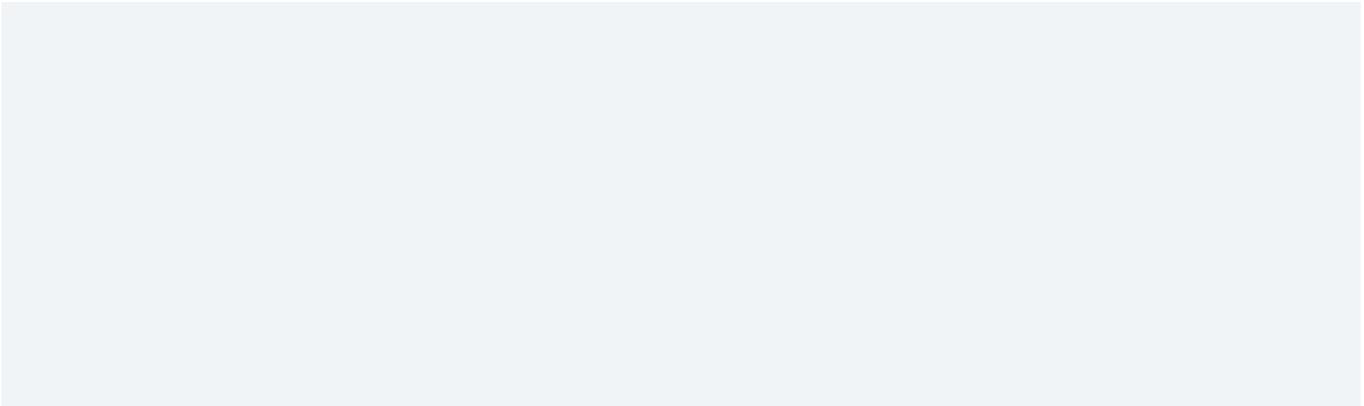
C: Provide Funds and Incentives to Districts

Review the notes from your needs and context assessment on “PART C: Funding”. With this context in mind, review your notes from each strategy in C.

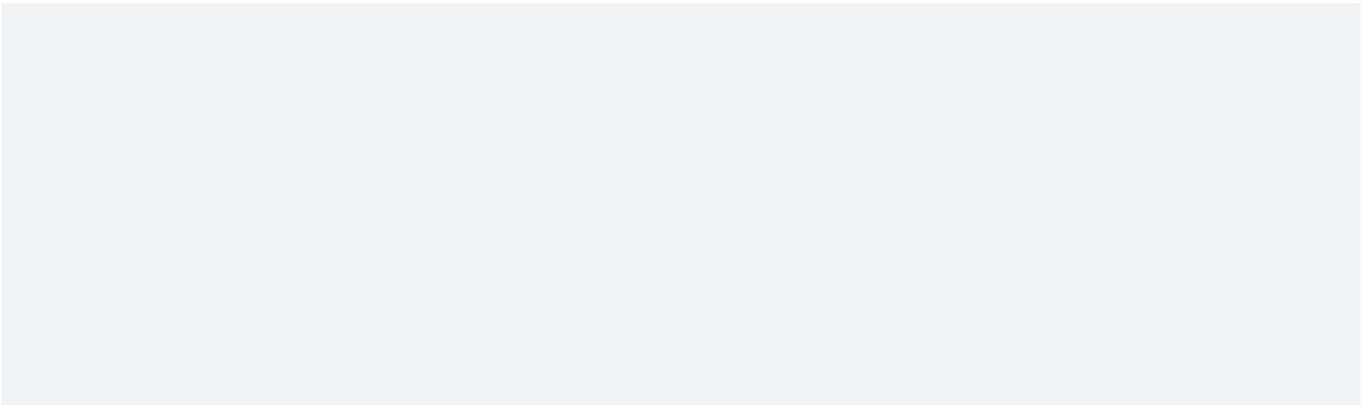
1. Which individual or set of **funding strategies** seems most critical to enact in your state? Why?



2. What challenges or barriers do you foresee? What mitigation strategies come to mind?



3. What are 2-3 next steps your state team could take to enact this strategy or set of strategies?



State Role

1. What reflections do you have about your state’s role in advancing teacher leadership?



EXERCISE After discussing your brainstorm above, with your state team determine 1-2 preliminary strategies your state would take to align to your goals and rationale for teacher leadership. Ensure that the strategies are the most high impact and feasible choices for your state’s goals. In 3-5 sentences, describe the strategy below.

STEP 2: Determine Objectives and Metrics for Success

- What objectives and metrics are appropriate to our selected teacher leadership strategies?

Defining success (via clear objectives) and the metrics used to indicate success provide clarity and focus to the implementation of strategies. State teams should refer to the key challenges and evidence of the challenges they brainstormed in *PHASE 1* to inform their objectives and metrics. An example objective is “Improve instruction of teachers participating in learning network.” Possible metrics could include: % of participating teachers rated effective or highly effective. States should rely as much as possible on existing surveys or data sources (see *PHASE 3*).



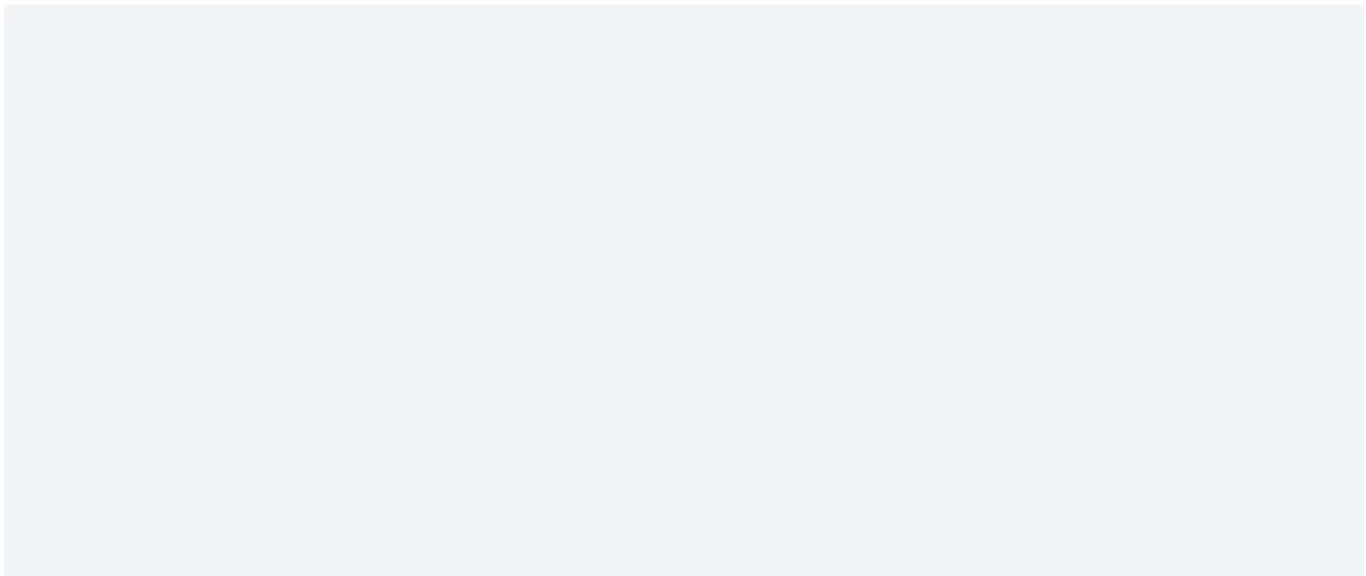
State Example

- **Denver Public Schools** went through a thoughtful process to develop metrics and choose data sources that were aligned with their theory of action and goals. *This presentation* demonstrates how it selected key words and phrases from their theory of action and goals, asked key research questions, and then determined which data source they would use to assess growth.



EXERCISE With your state team, brainstorm 3-5 objectives and metrics that you could use to assess the success of your proposed teacher leadership strategies.

Challenges to Address (from PHASE 1)	Strategy	Objective(s)	Metric(s)	Data Source(s)
Weak teacher development	Launch a teacher leader network to develop the skills, culture, and processes for teacher leadership to flourish in participating schools	Develop teacher leader skills to give quality feedback and support to their peers	<ul style="list-style-type: none"> % of teachers rated effective or highly effective increases in schools with teacher leaders participating in the teacher leader network 80% of teacher leaders participating in teacher leader network report that their feedback skills have increased 	<ul style="list-style-type: none"> Teacher performance ratings Teacher Leader Survey



Communication and Collaboration

- **Develop a Theory of Action to clearly communicate key strategies the state will embrace and how they connect to the state’s goals for teacher leadership.** It is important for states to be clear with stakeholders about what they will and will not do at the state level. A Theory of Action, an “if...then” statement describing what the state will do (strategies) and what it will achieve (goals), can be a powerful communication tool both internally and externally. States should proactively communicate answers to questions like: Will the state fund initiatives? Will it seek to replicate successful pilots? Does it support a certain type of model or multiple types? Will it get into the business of certifications or quality control of teacher leaders?
 - Iowa articulated the following Theory of Action for its Teacher Leadership and Compensation system: If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine,

and share their expertise; and develop a clear system with quality implementation, then student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

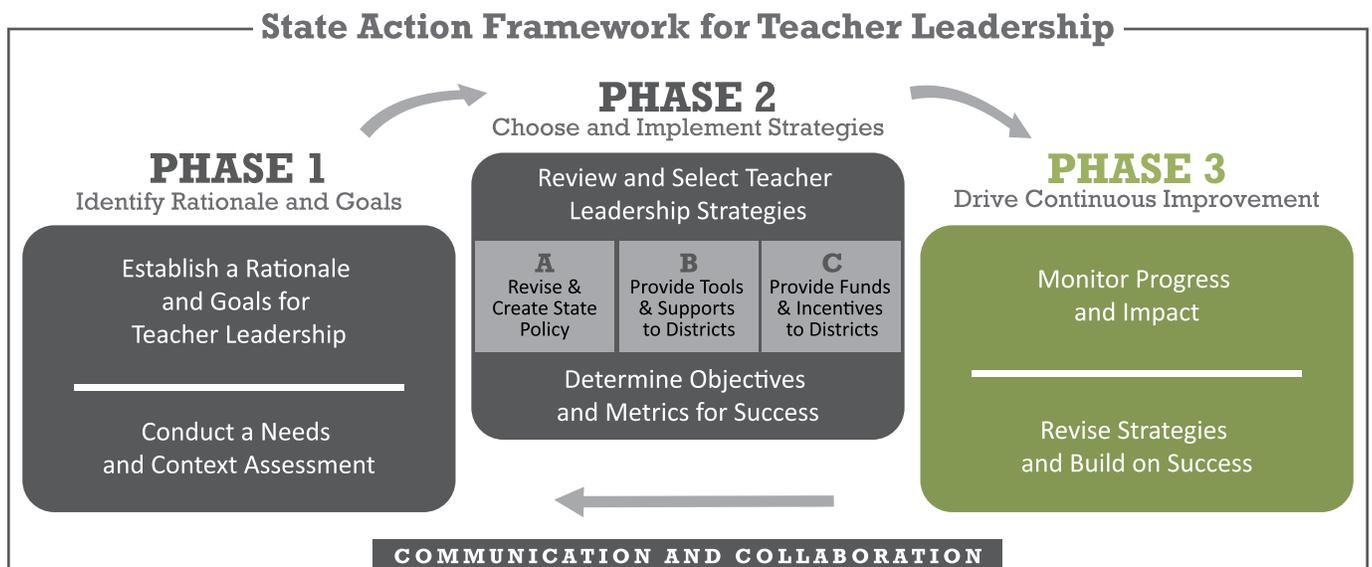


Lessons Learned From States

- **Build a data-centered process, but avoid analysis paralysis.** States successful in enacting teacher leadership efforts ensure that each step in the planning process, from their needs and context assessment to their goal-setting processes, are based in statewide and local data. However, states should be careful not to get stuck in PHASE 1 and PHASE 2. While it is important to spend enough time looking at data and other models to inform a direction, states shouldn't let the perfect be the enemy of the good in moving forward. States should commit to continually iterating on their goals, theories of change, and needs and context assessment responses as they move forward.



4 PHASE 3: DRIVE CONTINUOUS IMPROVEMENT



Essential Questions

- How will we continually assess the impact of our efforts and refine our work?
- What are the interim targets that measure progress towards long term goals?
- What data should we collect? When? How?
- How can we build on our successes to propel the work forward?

PHASE 3 Overview

Planning requires significant thought and discipline, but implementation requires even more. Sustainable, transformational change takes time and a commitment to continuous improvement through monitoring and adjusting. States must have clear structures for checking the progress of their teacher leadership activities, assessing the impact, and changing course if necessary, which could mean selecting a new strategy or adjusting activities within an existing strategy. In this phase, we describe two steps:

STEP 1: Monitor Progress and Impact

- How will we continually assess the impact of our efforts and refine our work?
- What are the interim targets that measure progress towards long term goals?
- What data should we collect? When? How?

It is critical for state teams to develop milestones to check progress as implementation evolves and to determine what’s on track and what roadblocks or challenges are emerging. Milestones should map directly to the state priorities, goals, and rationale outlined in PHASE 1 and the measurable objectives established in PHASE 2. Typically, there are programmatic, operational, and financial milestones to consider for each year of implementation.

- **Programmatic milestones** include those related to outputs or measures of process (e.g., # of districts participating in a learning network) and outcomes or measures of impact and quality (e.g., % of participating districts reporting that the learning network is a valuable resource for implementing meaningful teacher leader roles as a result of participating in the learning network).
- **Operational and financial milestones** include staffing (e.g., allocate/hire 1 FTE to oversee learning network), infrastructure (e.g., develop portal for housing best practices) and budget.

An example tool for measuring impact and quality of teacher leadership strategies is the *Guskey Levels of Professional Development Evaluation* (see chart below). Use of a consistent framework can create comparable data from one teacher leadership activity to another, enabling comprehensive analysis of overall teacher leadership initiatives.²²

Guskey Levels of Professional Development Evaluation

Evaluation Level	Questions Addressed
LEVEL 1 <i>Participant Reactions</i>	<ul style="list-style-type: none"> • To what extent did participants believe sessions and coaching were high quality and useful?
LEVEL 2 <i>Participant Learning</i>	<ul style="list-style-type: none"> • To what extent did participants master session content on standards-based instruction, cycles of professional learning, and leadership and management?
LEVEL 3 <i>Organization Support and Change</i>	<ul style="list-style-type: none"> • To what extent did shared leadership increase in the school? • How did professional learning climates and job-embedded professional collaboration change as a result of the work?
LEVEL 4 <i>Participants Use of Knowledge and Skills</i>	<ul style="list-style-type: none"> • To what extent did participants design and lead high quality professional learning aligned to standards-based instruction? • To what extent did participants improve the instructional planning and practice of their colleagues and themselves?
LEVEL 5 <i>Student Learning Outcomes</i>	<ul style="list-style-type: none"> • To what extent did student proficiency increase on college- and career-aligned assessments?

A state’s monitoring systems should generate valid, reliable information that informs progress on outputs and outcomes without overburdening state and district staff. As data collection can be complex, states should leverage existing data collection methods where possible and carefully weigh the cost of any new data collection method against the benefit. Partnering with research and evaluation organizations or others that already collect data in the state can make collecting data more feasible. In addition, periodic external evaluations conducted by research organizations provide unbiased analysis and the methodological rigor to make claims beyond correlation.

²² Guskey, Thomas R. “Does It Make a Difference? Evaluating Professional Development,” *Redesigning Professional Development* vol. 59, no. 6 (March 2002): 45-51. ASCD. Accessed June 15, 2016. <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%2%A2-Evaluating-Professional-Development.aspx>.

State Example

- In *Iowa*, there are both interim and summative monitoring approaches. Initially, districts submit their plans and grant applications to request funding from the state. District applications that fall below the cut score for approval on the rubric have access to approved plans, exemplar responses, and support from regional support agencies (*Area Education Associations*) to help strengthen their plans. Throughout implementation, the state analyzes state level student and teacher data, tracks trends in requests to change district plans, and visits districts to learn about implementation. At the end of the year, the state reviews district end of year reports, which reflect on district progress against metrics established in district plans. Lastly, the state contracts with the American Institutes for Research (AIR) to conduct a third party evaluation of the work to determine progress towards the goals of the system.
- In *Tennessee*, the state created a *rubric* to gauge the effectiveness of teacher leadership models.

STEP 2: Revise Strategies and Build on Successes

- How can we build on our successes to propel the work forward?

The qualitative and quantitative data gathered from monitoring should be analyzed and discussed during regular check-in or step back routines at the state level. Small shifts in communications or support strategies can make a huge impact on progress towards goals. In addition to tweaking your strategies, celebrate your wins! Nothing builds momentum like success stories - both anecdotes from enthusiastic principals and teacher leaders, as well as data that demonstrates progress towards goals. States should celebrate statewide successes and also highlight individual district wins. Lastly, as statewide policies and priorities evolve, states should ensure that the teacher leader work stays aligned with priorities in both framing and substance.

State Example

- *Iowa* analyzed feedback from implementation visits and other district feedback in order to revise its support strategies. As a result, the Statewide Support Group is shifting the content and format of the professional development it provides to districts. Specifically, it has shifted from a focus on broad and generalized instructional coaching skills to professional learning that delves deeper and focuses on teacher leader roles beyond that of the instructional coach. Additionally, topics such as evaluation, the use of data, and content expertise are more prevalent.
- *New York* realized through visits, status calls, and feedback that the *first round of its STLE grant* program tried to do too many things within the context of a single grant. Additionally, district grant recipients didn't have peers to collaborate with and learn from. The state revised its approach by focusing its subsequent grant on career ladders and being more direct with districts about the grant goals in subsequent requests for proposals. The state also added a staff member to better support districts to use their evaluation data to direct professional development strategically and to help districts share practices.
- *Tennessee* publishes an annual Teacher Leader Guidebook which serves to celebrate the efforts of its TLN districts while also codifying models and valuable lessons that others can learn from. The guidebooks are disseminated through regional offices and districts present the guidebook to their peers in the region. The TLN now has three regional coaches to provide individualized support to districts in their geographic area, and the TLN will expand in 2016-17 to provide a second tier of support for districts needing to refine their teacher leader models.

BRAINSTORMING BOX

1. What are 2-3 top successes our state has had in our teacher leadership work? What evidence (quantitative and qualitative) can we point to?
2. What implications do our successes have for what we should keep doing?
3. What are 2-3 challenges our state has had in our teacher leadership work? What evidence (quantitative and qualitative) can we point to?
4. What implications do our challenges have for our teacher leadership activities, i.e., what should we change or stop doing? What shifts do we need to make to our goals and theory of change?
5. What has changed about our state's context that impacts our teacher leadership work? What implications might those changes have on our goals, theory of change, and/or strategies?



Communication and Collaboration

- **Local site visits are a critical method for gathering feedback and success stories.** Although states can often create crisp, coherent plans for statewide initiatives, their understanding of how local implementation is playing out is often limited. States must strategically send out staff members to visit districts and schools to understand how initiatives are being implemented on the ground, and use that opportunity to collect success stories and reinforce goals and connections to other priorities. In *Iowa*, a typical visit consists of one-on-one conversations with career teachers, discussions with leadership teams and teacher leader groups, observation of professional learning conducted by teacher leaders, and a review of school improvement plans and how TLC supports the school improvement plan. The visits are intended to help districts reflect on successes and challenges to date and provide feedback to the Statewide Support Team
- **Engage unions and other professional associations in communication progress and successes.** *New Jersey* invests considerable time and effort to meet with a small group of union members regularly to surface bright spots that they can collaboratively showcase, as well as disconnects as soon as they emerge. The state communicates updates to and through this group, and with multiple professional associations. *Iowa* has also sought input from its unions, including Iowa State Education Association (ISEA), School Administrators of Iowa (SAI), and Iowa Association of School Boards (IASB), on program evaluation.
- **Engage with parents to build support for expanding teacher leadership work.** In particular, states can equip districts with talking points for explaining the value proposition of giving teachers release time.
- **Use social media to get out the messages of change and success.** States interested in elevating success stories must carefully consider who is delivering these messages. Often quotes and anecdotes from teacher leaders and principals will resonate more than those from state staff members. *Massachusetts* has a Department Twitter account (@MASchoolsK12) and through a regular communication, the “*Teachers’ Top Three from ESE*,” (#Top3fromESE) the state encourages teachers to engage in conversations about topics covered in the newsletter and share ideas with one another. The state acknowledges challenges in uptake of social media platforms for its efforts, but was successful in engaging teachers in live tweeting during their Spring Convenings, using a dedicated hashtag (#SpringConvening2015).



Lessons Learned From States

- **Invite districts into conversations about monitoring, research questions, and data collection.** Mandating districts to measure the impact of teacher leadership initiatives can be effective in the short term, but may not build capacity or buy-in in the long term. States must work to understand district goals for data analysis and whether their existing data collection infrastructure can be leveraged to assess the statewide work.
- **Develop a culture and routines for candid and productive check-ins across state offices.** States are typically siloed and conversations don’t occur between departments and divisions. As teacher leadership touches so many different state departments, states must actively and regularly set aside time to connect across teams, so that challenges can be unpacked and responsive changes of course can be developed. To ease anxiety, states can frame milestones as a guide to inform decision making, not an end in and of themselves.
- **Consider measuring the impact of communication and collaboration.** States can learn to better target their communication efforts through better understanding what works and what doesn’t. This could mean reviewing email open rates, resource downloads, website hits, etc. to understand what communications and resources are having the greatest impact and what districts are most interested in.



5 APPENDIX: TOOLS BY CATEGORY

STATE PROFILES

State Profile: Illinois

<p>Goals</p>	<ul style="list-style-type: none"> • Increase student achievement for all diverse learners through interweaving exceptional teaching with exceptional leadership • Improve the professional practice of teachers • Support professional collaboration • Increase teacher leadership in advocacy and educational policy
<p>Theory of Change</p>	<p>If we design and provide a Teacher Leader system of support; shared decision-making in schools, districts, and state; and align training and accountability to the Teacher Leader Model Standards, this will improve the professional practice of teachers to better support challenging academic standards and higher expectations for student achievement. It will enhance school culture and help retain highly qualified teachers. It will also increase growth in the whole child and improve academic achievement.</p>
<p>Context and Needs Highlights</p>	<p>There is grass roots support for building a culture of teacher leadership. The Illinois Teacher Leadership Network (ITLN) networked leaders of 21 organizations to develop a vision, mission, definitions, commitments, and a logic model for teacher leadership. The P20 Council - Teacher and Leader Effectiveness Committee engages over 160 leaders that reports to the Secretary of Education. The P20 Council surveyed teachers, principals, superintendents, and school board members on teacher leadership, shared research and practice through monthly meetings and webinars, and arranged national speakers.</p> <p>Throughout the state, there are isolated teacher leadership opportunities in some districts and at the state level. There is a challenge to build awareness, network districts for support, develop statewide guidelines, offer standards-based teacher leadership training, and identify funding for districts to implement teacher leadership initiatives.</p>
<p>Strategies</p>	<ul style="list-style-type: none"> • Align Teacher Leadership Endorsement to Teacher Leader Model Standards and roles within schools/districts • Communicate models of best practices and tools to districts and schools and describe the need for teacher leadership to policy makers through ITLN organizations communication plan

Illinois, continued

Strategies, cont.	<ul style="list-style-type: none">• Network teacher leaders and school and district leaders to collaborate on building sustainable teacher career pathway programs with guidelines, resources, and opportunities• Identify and align programs to common language of a teacher leadership definition and framework in Illinois• Make recommendations to ISBE on the Illinois ESSA Plan that offers 1) teacher voice in state decision making, 2) guidelines for district Title II plans for funding for design features, conditions, and data analysis for teacher-led, job-embedded professional development; and 3) support for districts and schools to train teacher leaders and school leaders for shared decision making and leadership to particular roles
Communication and Collaboration	<ul style="list-style-type: none">• Develop an Illinois Teacher Leadership Network (ITLN) Communication Plan on Teacher Leadership• Develop an Illinois Teacher Leadership Framework• Interview and post additional models of features of teacher leadership programs in Illinois schools and districts• Expand the ILSTOY and ITLN website on teacher leadership resources• Make recommendations at ISBE “Listening Tour” and comment on the website in response to ISBE ESSA plans• Plan and implement a TEACH to LEAD Summit in Illinois in Spring 2017 to network leaders• Pass pending legislation to align Teacher Leader Endorsement to Teacher Leader Model Standards
Lessons Learned	<ul style="list-style-type: none">• To build a culture of teacher leadership, all stakeholders must invest both time and expertise• As each national and state policy and initiative emerges, leaders (including teacher leaders) should identify how teacher leadership may contribute to the effectiveness and success. Currently, the Illinois State Board of Education is asking for support in developing the state ESSA plan.• It is important that all development of teacher leadership and career pathway initiatives must be contextual to the educational community of districts and schools. One size does not fit all.• It is key to learn what people in the field want and need for teacher leadership. The Illinois P20 Council Teacher and Leader Effectiveness Committee surveyed thousands of teachers, principals, superintendents, and school board members about teacher leadership in schools and districts.
Problem State-Based Organization was Trying to Solve	<ul style="list-style-type: none">• Improve the professional practice of teachers• Increase teacher retention• Shared decision-making• Equity of opportunity



<p>Goals</p>	<p>The goals of the Teacher Leadership and Compensation System are:</p> <ul style="list-style-type: none"> • Attract able and promising new teachers • Retain effective teachers • Promote collaboration • Reward professional growth and effective teaching • Improve student achievement by strengthening instruction
<p>Theory of Change</p>	<p>If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation, then student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.</p>
<p>Context and Needs Highlights</p>	<ul style="list-style-type: none"> • A blueprint for education released by the Branstad-Reynolds administration in 2011 included plans to redesign educator career pathways, to create teacher leadership roles, and to revise the compensation structure. The blueprint was centered on ensuring there is a great teacher in every classroom and a great principal in every building. • In 2012 a broad-based task force was convened to develop recommendations for a Teacher Leadership and Compensation system. • The task force’s recommendations became the basis for the legislation that created Iowa’s Teacher Leadership and Compensation System in 2013.
<p>Strategies</p>	<ul style="list-style-type: none"> • Revise and Create State Policy – Iowa created a Teacher Leadership and Compensation (TLC) taskforce, which developed recommendations that led to a comprehensive TLC system, requiring differentiated, multiple, meaningful teacher leadership roles, a rigorous selection process and aligned professional development for new teacher roles, and a new minimum teacher salary. • Provide Tools and Supports to Districts – Iowa created a support team to provide guidance for the professional development offerings across the state to ensure targeted, high-quality professional development is available to all LEAs and principals. Additionally, Iowa developed the Agora platform to provide resources and learning opportunities to teacher leaders and administrators to support implementation. • Provide Funds and Incentives to Districts – Iowa provided participating districts with grant funding in year one to launch and advance teacher leadership efforts in alignment with TLC guidance. In subsequent years, the per pupil allocation becomes a regular part of state aid payments

Monitoring
Impact

Iowa has taken on a number of strategies to monitor impact, including:

- **District Site Visits and Reporting**
 - District End of Year Reports: Districts submit an End of Year report on progress made toward locally determined goals. This report is based on the measures and evidence identified by districts in their TLC plan.
 - Implementation visits to TLC districts: A typical visit consists of one-on-one conversations with career teachers, discussions with leadership teams and teacher leader groups, observation of professional learning conducted by teacher leaders, and a review of school improvement plans and how TLC supports the school improvement plan. The visits are intended to help districts reflect on successes and challenges to date and provide feedback to the Statewide Support Team.
- **Surveys & Analysis**
 - Administrator Support Program (ASP) feedback: Participants in the ASP provide feedback on satisfaction, facilitation, and how well the program is meeting its intended outcomes.
 - TLC Statewide Support Group feedback: This group meets monthly to provide feedback on local implementation efforts and to coordinate supports provided to districts.
 - Basic Educational Data Survey Analysis: This data allows the Department to analyze salary levels, stipends, and the percent of teachers in leadership roles.
- **Formal Evaluation & Findings**
 - Outside evaluation: The American Institutes for Research (AIR) is conducting a statewide survey of teachers and administrators, interviews and focus groups with administrators and teacher leaders, and analyzing longitudinal student achievement data. This evaluation will provide information about the progress of TLC and its effectiveness in meeting state TLC goals. This information will be shared widely and fed back into the system to ensure continuous improvement.
 - Commission findings: The Commission on Educator Leadership and Compensation submits an annual report to the Department of Education, Governor, and Legislature on their findings and recommendations for the TLC system.

Communication
and
Collaboration

Iowa has taken on a number of communication tactics, including:

- **PHASE 1**
 - Developed a **task force** with broad representation from educators, businesses and community groups. The task force developed an outline for the TLC system and those recommendations were the basis for the law that was ultimately passed.
 - **Hosted 24 meetings across Iowa** to share the recommendations of the task force, build support, and solicit feedback.

Communication
and
Collaboration,
cont.

• **PHASE 2**

- **District visits:** A typical visit consists of one-on-one conversations with career teachers, discussions with leadership teams and teacher leader groups, observation of professional learning conducted by teacher leaders, and a review of school improvement plans and how TLC supports the school improvement plan. The visits are intended to help districts reflect on successes and challenges to date and provide feedback to the Statewide Support Team.
- Developed the **Agora TLC Online Community** to bring teacher leaders and administrators from across the state together to collaborate about school improvement and the teacher leadership compensation system. Resources available on AGORA include on-demand learning opportunities, community forums, an events calendar, a toolbox of resources, and links to district TLC websites.
- Published **District End of Year Report Trends:** Districts submit an end of year report on progress toward locally determined TLC goals. The Department then summarizes these reports and shares data, trends, and anecdotes.
- **Statewide Support Team:** The TLC Statewide Support team is made up of representatives from Area Education Associations, the Iowa State Education Association, School Administrators of Iowa, the Iowa Association of School Boards, and the Department of Education. This group collaborates on professional development opportunities available across the state for principals and teachers leaders.

• **PHASE 3**

- **Commission’s Annual Report:** The Commission on Educator Leadership and Compensation submits an annual report to the Department of Education, Governor, and Legislature on their findings and recommendations for the TLC system.
- **End of Year Report Summary:** This report summarizes the data, trends, and anecdotes included in district TLC End of Year Reports. This allows the Department to share progress that is being made toward TLC goals from the local perspective.
- **Public findings of outside evaluation:** Insights from the AIR evaluation will be shared widely to inform stakeholders of progress and challenges.

Lessons
Learned

- The importance of broad-based stakeholder support at the outset and as an ongoing piece of implementation.
- Powerful role that rubrics can play in establishing standards of quality for various components of a Teacher Leadership System (for example: plans, roles, continuum of development, communication plans).
- Importance of stable, ongoing funding with clear guidance for allowable spending.
- Development of a “Framework for Learning Support” that provides guidance for professional development and supporting activities that is aligned with the skills, knowledge, and understanding teacher leaders need to be successful in their roles.

Iowa, continued

Problem
State-Based
Organization
was Trying to
Solve

- Providing a world-class education for all students
- Strengthen the teaching profession
- Improve student results



Theory of Change

If we create articulation, guidance, and models of what support for the teaching continuum looks like when it is fully aligned with accomplished teaching, then teaching capacity will grow, students will have equitable access to effective instruction and be able to pursue the college, career, and/or life endeavor of their choosing.

Context and Needs Highlights

- Some KY districts already address local student needs through teacher leadership, such as through the Activating Teacher Leadership Institutes (ATLI), Instructional Transformation (IT) coaching and support, Empowering Effective Educators (E3) project, and/or Next Generation Leadership Networks (NGLN). While these models have seen success, lessons learned and challenges have surfaced:
 - Authentic district leadership teams, including teachers, administrators, and other shareholders, need to work together to identify and clarify the student need and develop and implement a plan in order for teacher leadership to solve the need.
 - Common tools are beneficial when working with teams across settings.
 - Teacher leadership roles need form, function, and transparency of selection.
 - Not all solutions involve the creation of a teacher leadership role; some solutions involve other iterations of the distributed/shared leadership model.
 - It is very difficult to scale relevant teacher leadership implementation given our state capacity for time and funding. We need to consider models that have different entry points and user-centered/virtual supports.
- Many districts are still in the compliance stage of implementing the Professional Growth and Effectiveness System; a goal is to see a shift toward a growth model for educators.
- Many districts need support and guidance on how to support teacher leadership, and models demonstrating how it connects with the Effectiveness System and other state initiatives to solve local student needs. Support and guidance may include:
 - Role design
 - Principal professional development
 - Time and resource allocation
 - Teacher leader selection
 - Structures and processes for developing and deploying teacher leaders
 - Evaluation and professional development and ongoing support
 - Financial sustainability
 - Culture of feedback and growth

Strategies

- **Elevate and disseminate best practices, tools, and models** by embedding support into existing face-to-face, written, and web-based resources, structures, initiatives, and networks. These strategies include:
 - Connecting best practices of teacher leadership to required documents and initiatives, such as the TELL survey, Professional Growth and Effectiveness System, KY Teacher Internship Program, Professional Growth Plans, School/District Improvement Plans, Equity Plans, ESSA, Novice Reduction resources

Strategies, cont.

- Connecting Activating Teacher Leadership Institute Tools (conditions assessment and asset inventory) and KY Teacher Leadership Framework to recommendations and best practice for initiatives and requirements
- Creating podcasts to promote KY's success stories and promising practice
- Auditing KDE website for coherent messaging and alignment of core values and resources; may include training of staff
- Fostering intentional saturation of teacher leadership/distributed leadership message within collaborations, networks and convenings, such as Learning from Kentucky's Classrooms and support for Next Generation Leadership Networks
- Provide professional learning opportunities for teacher leaders and/or principals via Principal Academy, credentialing LDC & MDC coaches & peer observer, Teacher Leadership Academy
- Highlight and provide opportunity to model programs such as Boone County's teacher leadership initiative

Monitoring Impact

- Collect analytics on all TL resources housed on KDE website
- Analyze demand for TL; survey and enrollment in programs
- Monitor saturation of publications, TL events, and web resources

Communication and Collaboration

- Within 3 months
 - State TL team will meet to develop innovation configuration map to illustrate implementation of teacher leadership
- Within 6 months
 - Make intentional connections among existing resources and/or create new resources, such as the ATLI asset inventory and conditions assessment, TL guidance companion document for *Kentucky Framework for Teaching*, Kentucky Framework for Teacher Leadership
- Within 1 year
 - Credentialing for TL roles, such as peer observer and LDC/MDC coach
 - Review and update of KDE website resources related to teacher leadership
 - Feature distributed leadership in publications, such as KDE's ED Newsletter
 - Design TL and Principal Academies by Summer 2017
 - Curate school/district stories/podcasts about teacher leadership
 - Celebrate schools/districts with strong teacher leadership programs at Leading from Kentucky's Classrooms Conference (Fall, 2016)

Kentucky, continued

<p>Lessons Learned</p>	<p>The Boone County School District is looking to teacher leadership as a way to optimize resources when building instructional capacity across the district’s 24 schools. The district is using the Kentucky Framework for Teacher Leadership and the state’s Professional Growth and Effectiveness System (PGES) to define teacher leadership. Based on the Charlotte Danielson model, an exemplary teacher in the state PGES is one who demonstrates leadership by promoting a culture of professional inquiry, conducting action research, soliciting feedback on practice, initiating activities to contribute to the profession, takes leadership roles in team/department decision-making, and frequently engages families in the instructional program. To reach this goal, the district’s Learning Support department has embedded aspects of teacher leadership into all planned teacher professional learning experiences. For example, at a recent three-day Science Teacher Leadership Institute, sixty K-12 teachers embarked on a year-long learning journey with the goal of assuming teacher leadership roles in the area of science instruction, collaborating with each school’s instructional coach in growing science teaching capacity in each school. These Science Teacher Leaders will gain leadership skills via monthly learning sessions. They are being compensated for their own learning and for leading professional learning for other teachers through the Kentucky Instruction Transformation grant and other district professional development funds.</p>
<p>Problem State-Based Organization was Trying to Solve</p>	<p>A disconnect currently exists between what Kentucky teachers do to get and stay certified (e.g., teacher development, implementation of effectiveness system, coherence and rigor in teacher training and credentialing) and accomplished teaching.</p>



Goals

The goals of Massachusetts’ teacher leader initiatives are to:

- Communicate the intent behind policies and programs (the “why”)
- Receive direct feedback from stakeholders on initiatives
- Increase transparency in policy development
- Build trust between ESE and the field
- Develop a cadre of teachers who are informed and engaged, and who can share with others the why and what of state policies and programs

Theory of Change

If we effectively engage teachers in educator effectiveness initiatives, we will have stronger policy and program implementation and outcomes (for students, teachers, and districts) because the work is informed by those closest to students and aligned to the supports needed by students and teachers.

Context and Needs Highlights

- Massachusetts is a strong local control state. Although the state developed a framework for evaluation, districts have a great amount of flexibility in implementation. Separating the state requirements from local implementation decisions is a key aspect of communications with teachers in order for them to recognize their own agency in impacting policy implementation.
- Other than staff time, there is currently no funding associated with the teacher leadership initiatives.

Strategies

- **Provide Tools and Supports to Districts:**
 - **Educator Evaluation Model Rubrics.** The Massachusetts Educator Evaluation Framework applies to all educators licensed by the state, including classroom teachers, school and district administrators, and specialized instructional support personnel (school nurses, counselors, etc.). To support district implementation, ESE developed four model performance rubrics aligned to the Standards of Effective Practice and four performance ratings which are all outlined in state regulations. The highest performance rating category of “Exemplary” is distinguished by an educator’s ability “to model” effective practices and encourages teacher leadership opportunities.
 - **Professional Learning Networks.** Professional Learning Networks (PLNs) are targeted groups of districts brought together by ESE to learn from each other on a particular topic focused on seeding innovation in districts. Teacher leaders are required members of district teams in an effort to model and support teacher engagement in program development and implementation. Building on the Teacher Leadership PLN the prior year, in 2015-16, a group of eight districts participated in a PLN focused on “distributed leadership.” The PLN focused on all educators receiving high quality feedback, promoting teacher leadership opportunities, reducing evaluator workload, and promoting a culture of collaboration. The PLNs have monthly meetings to share district progress on related initiatives, problem solve, and share ideas.

<p>Monitoring Impact</p>	<p>Massachusetts receives feedback in multiple ways, including:</p> <ul style="list-style-type: none"> • Participant feedback surveys from meetings about the topics discussed, quality of meeting, efficacy of the group (Teacher Advisory Cabinet (TAC), PLNs, periodic feedback surveys from Teachers’ Top Three, an e-newsletter for teachers) • Anecdotal feedback and communications from participants or districts about the value and impact of participation • Tracking subscribers to Teacher’s Top Three and number of TAC applications • Tracking future engagements teachers and PLN districts participate in as a result of their initial involvement with ESE through the TAC, PLNs, and Teachers’ Top Three
<p>Communication and Collaboration</p>	<ul style="list-style-type: none"> • PHASE 1 <ul style="list-style-type: none"> • Teacher Advisory Cabinet. Launched in 2014, the Teacher Advisory Cabinet (TAC) brings together teachers from across the state to provide crucial feedback and input on ESE policies and resources. Members increase their knowledge of state education policies, build relationships with ESE staff and educators across the state, and position themselves as go-to resources and leaders in their districts. Selected through a competitive application process, the TAC meets six times a year and members have the option to continue for a second term. In 2015-16, 36 teachers participated. In 2016-17, ESE plans to expand to two regional TACs involving up to 50 teachers. • PHASE 2 <ul style="list-style-type: none"> • Teachers’ Top Three from ESE. Launched in May 2015, Teachers’ Top Three is ESE’s first communication intended specifically for teachers. Every other week, a short email goes out to subscribers highlighting new resources, current news articles, teacher-written reflections, and engagement opportunities of interest to teachers. Teachers most individually subscribe to receive Teachers’ Top Three. There are currently 3,096 subscribers and a hashtag (#Top3fromESE). • Regular in-person meetings with the TAC and PLNs • Email and social media communications • Disseminating resources through the TAC, PLNs, Teachers’ Top Three, and agency website • PHASE 3 <ul style="list-style-type: none"> • Hosting an annual Spring Convening to bring educators together to share best practices and for ESE to highlight teacher leadership opportunities and learnings. • Continuing to reflect on how teacher leadership can be a lever for moving state initiatives forward beyond evaluation, including educator preparation, induction and mentoring, and curriculum and instruction.

Massachusetts, continued

Lessons Learned

- Teacher leadership opportunities have to be based in a genuine need and opportunity to impact change in policy and practice.
- Teacher leadership needs to be connected to larger goals related to teaching and learning, rather than being framed as a stand-alone initiative.
- There is a need for teaching teachers about state policy and processes in order to arrive at the best ideas and solutions.
- States can always communicate more effectively and frequently, and must be purposeful in messaging and framing. Messages are often significantly altered by the time they get to teachers.

Problem State-Based Organization was Trying to Solve

Prior to launching several teacher leadership strategies, the Massachusetts Department of Elementary and Secondary Education (ESE) relied on other stakeholders (superintendents, principals, unions/associations) to communicate information to teachers about state initiatives, particularly related to the implementation of the Massachusetts Educator Evaluation Framework. An external research study of the evaluation implementation revealed teachers had less buy-in and understanding of the evaluation framework compared to administrators. To address these concerns, the state launched a Teacher Advisory Cabinet and subsequent strategies and tools to support teacher leadership efforts at the state and district levels.



<p>Goals</p>	<p>The goals of Tennessee’s Teacher Leader Network are:</p> <ul style="list-style-type: none"> • Increased student achievement and growth through the development of a shared leadership structure at the school level • Broader dissemination and use of effective teacher strategies through an increase in teacher collaboration • Stronger and more positive school and district culture through the development and retention of highly effective teachers
<p>Theory of Change</p>	<p>If districts engage in creating exemplary, innovative, relative, and sustainable teacher leader models that identify, develop, and extend the reach of teacher leaders, then Tennessee will see results in increased teacher effectiveness and improved student learning.</p>
<p>Context and Needs Highlights</p>	<ul style="list-style-type: none"> • The statewide shift to implement more rigorous academic standards, improve feedback through the educator evaluation system, and refine the Response to Intervention initiative all signal the need for increased educator effectiveness through the development of a statewide cadre of teacher leaders.
<p>Strategies</p>	<ul style="list-style-type: none"> • Revise and Create State Policy: <ul style="list-style-type: none"> • In 2011, TN SBE adopted “Teacher Leader Model Standards” which also include TL models for districts and schools to consider adopting. • TN embedded a teacher leadership indicator in the revised Tennessee Instructional Leadership and Principal Standards, which has driven principals to focus on their distributive leadership skills and create the conditions for the teacher leaders to be successful. • In 2013, the TN SBE issued guidelines pursuant to legislation requiring districts to create and implement differentiated pay plans. Differentiated pay criteria can include any of the following: additional roles or responsibilities, hard-to-staff schools or subject areas, and performance based on State Board approved teacher evaluation criteria. Over 80% of districts have selected a teacher leader role as part of the plan. • Provide Tools and Supports to Districts: <ul style="list-style-type: none"> • The TN Teacher Leader network, created in 2013, currently has 45 districts and provides a collaborative partnership structure for developing teacher leader models through a cohort model of vertical district teams for teacher learning and the development of shared expertise. • Between 2012 and 2015, the Department trained 1,370 local educators to serve as Learning Leaders to facilitate summer trainings on academic content standards to approximately 62,000 teachers.

Monitoring Impact

For the TN Teacher Leader Network, monitoring impact varies by district. Examples include:

- The Tennessee Department of Education will be evaluating the 45 districts in the Teacher Leader Network, that have implemented models in the fall of 2016 to measure educator effectiveness and student outcomes compared to similar districts without these comprehensive models.
- At the district level, monitoring strategies vary. Examples include:
 - In Sullivan County, twice annually, principals and teacher leaders rate the progress of the initiative utilizing a rubric created by the Tennessee Department of Education.
 - Sumner County conducts yearly staff surveys regarding teacher leader effectiveness, evaluation through the TEAM rubric, and teacher leaders meet with principals regularly to assess progress of goals.
 - To assess impact, Collierville Elementary School District uses common formative assessment data SMART goals, individual goal setting with coach, TEAM observation data, bi-annual survey of teachers on support and coaches, and a monthly leadership team meeting.

Communication and Collaboration

- **PHASE 1:**
 - Developed a **presentation for school boards** on why teacher leadership matters and included research-based talking points about the effectiveness of teacher leadership. TN also focuses talking points on how teacher leadership fits the needs of their stakeholders, not the state’s needs.
- **PHASE 2:**
 - **Communicated the case for teacher leadership early and often** with policymakers by engaging with the Hope Street Fellows Group and developing a report on teacher leadership.
- **PHASE 3:**
 - Published an **annual Tennessee Teacher Leader Guidebook**, which includes lessons learned across the state, and profiles of each of the districts involved in the network that year.

Lessons Learned

- States must be thoughtful about providing targeted resources to districts, for example: a 30-60-90 day planning guide to jumpstart districts into action, a sample confidentiality agreement (between teachers and teacher leaders), a rubric for gathering data about impact and next steps, and tips on how to utilize data to inform future work of the Teacher Leaders.
- States and districts must have general guidelines for teacher leadership, while still allowing some flexibility for individual schools on how Teacher Leaders are used within the building.

Tennessee, continued

<p>Lessons Learned, cont.</p>	<ul style="list-style-type: none">• States and districts must ensure that building administrators are working to create the conditions for peer-to-peer collaboration and feedback. Readiness assessments that assess school culture, trust, and the effectiveness of teacher teams are helpful in determining what teacher leadership roles will fit in each building and next steps toward readiness for other roles.
<p>Problem State-Based Organization was Trying to Solve</p>	<p>Develop the capacity of both teacher leaders and educators to implement the revised academic content standards, RTI initiative, and educator evaluation system through the use of specific, peer-led, and ongoing feedback.</p>

STATE-FACING TOOLS

PHASE 1: Identify Rationale and Goals

Step	Tool	Tool Objective	Provided by	Link
2	New York State Education Department Presentation	Provides support and rationale for teacher leadership	NY	<u>Developing Sustainable Career Pathways and Leadership Roles</u>
2	Teacher Advisory End of Year Report	Summarizes the work of the Educator Effectiveness Teacher Advisor Cabinet	MA	<u>Educator Effectiveness Teacher Advisory Cabinet Report</u>
2	Sample Commission agendas and reports	Supports the work of the Teacher Leadership and Compensation Commission in Iowa	IA	<u>Agenda (Iowa)</u> <u>Meeting Notes (Iowa)</u> <u>Annual Report (Iowa)</u>
2	School Board Presentation	Provides support and rationale for teacher leadership	TN	<u>Sullivan County Presentation</u>

PHASE 2: Choose and Implement Strategies

Step	Tool	Tool Objective	Provided by	Link
1	Aspen Institute Guide for State Roles	Identifies possible roles and responsibilities of states	Aspen institute	<u>Roles and Responsibilities</u>
1	Tennessee Teacher Leader Guidebook	Synthesizes TN perspective on teacher leadership and shares innovative district models	TN	<u>Guidebook (TN)</u>
1A2	CSTEP Teacher Leadership Skills Framework	Identifies and categorizes the professional development needs of teacher leaders	WA	<u>Skills Framework (WA)</u>
1A2	Teacher Leader Model Standards	Provides seven domains of standards and a foundation for developing teacher leadership models and roles	Adopted by TN	<u>TL Model Standards</u>
1A2	Teacher Leadership Framework	Outlines the definition of teacher leadership in six dimensions	KY	<u>Framework (Kentucky)</u>
1A2	Leading Educators Teacher Leader Competency Framework	Provides a distillation of the core behaviors that result in strong teacher leaders	Leading Educators	<u>Competency Framework</u>
1A3	Tennessee Instructional Leadership and Principal Standards with Teacher Leader Indicator	Provides revised principal standards that include a teacher leadership indicator to support distributive leadership at the school level	TN	<u>Revised TN Leadership Standards</u>

Step	Tool	Tool Objective	Provided by	Link
	House File 215	Includes legislation with funding for the Teacher Leader and Compensation System that supported teacher leadership at scale	IA	<u>House File 215</u>
1A4	TLC 2014 grant application	Provides Iowa districts with guidance for their application for state funds for teacher leadership	IA	<u>Plan Application (Iowa)</u>
1A4	TLC 2014 grant scoring rubric	Provides scoring guidance to select TLC grant recipients	IA	<u>Rubric (Iowa)</u>
1CC	TLC Task Force Final Report	Includes final recommendations from the Iowa task force that informed the Teacher Leadership and Compensations system	IA	<u>Final Report (Iowa)</u>
1CC	TN Hope Street Fellows Report on Teacher Leadership	Provides overview of State Teacher Fellows work in Tennessee, and findings from a series of focus groups and surveys of teacher leaders	TN	<u>Hope Street Report (TN)</u>
1B1	District Human Capital Report	Provides key human capital data for districts to aid assessing teacher leadership efforts	TN	<u>Human Capital Report (TN)</u>
1B1	District Human Capital Self-Assessment Tool	Aids in district data analysis, presents strategies for improving human capital management, and provides guidance on prioritizing the strategies to implement	TN	<u>Human Capital Assessment (TN)</u>
1B2	Agora	Brings teacher leaders and administrators across the state together to access resources and learning opportunities on a virtual community platform	IA	<u>Agora Sign-in</u>
1B2	EngageNY	Provides school and district level leaders with key resources in one centralized location	NY	<u>EngageNY Career Pathways</u>
1B2	Massachusetts State Website	Provides school and district level leaders with key resources in one centralized location	MA	<u>MA DOE</u>
1B3	Tennessee Teacher Leader Guidebook	Synthesizes TN perspective on teacher leadership and share innovative district models	TN	<u>Guidebooks (TN)</u>
1BC	Strengthening Teaching and Learning Effectiveness (STLE) website	Provides program summaries of the 29 LEAs that participated in New York's STLE	NY	<u>NYSED STLE</u>

Step	Tool	Tool Objective	Provided by	Link
1C2	School Budget Hold 'Em	Enables district administrators to think creatively about how to allocate resources via an interactive game	Education Resource Strategies	<u>School Budget Hold'em</u>
1C2	Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden	Summarizes strategies for districts and states to maximize use of federal funds for local initiatives	CCCSO	<u>Maximizing Funds Toolkit</u>
1C2	New York STLE RFP	Provides guidance and instructions for New York districts to apply for SLTE funds	NY	<u>NYSED STLE RFP</u>
1C2	Kentucky Empowering Effective Educators RFA	Provides guidance and instructions for Kentucky districts to apply for Empowering Effective Educators grants	KY	<u>Effective Educators RFA (Kentucky)</u>

PHASE 3: Drive Continuous Improvement

Tool	Tool Objective	Provided by	Link
Teacher's Top Three from the ESE	Provides updates to teachers across the state about teacher leadership and other topic areas	MA	<u>Teachers Top Three Example</u> <u>Teachers Top Three Archive</u>

DISTRICT-FACING TOOLS

Tool	Tool Objective	Provided by	Link
Teacher Leaders Roles from the Iowa Department of Education Guidance Document	Outlines sample teacher leaders job descriptions	IA	<u>Iowa Teacher Leader Job Descriptions</u>
TLC System – Framework for Learning Supports	Summarizes types and purposes of learning supports that districts or the state can provide to improve teacher leadership implementation	IA	<u>TLC Framework (Iowa)</u>
Launching a System of Teacher Leadership	Overviews Iowa’s three phases in its launch of teacher leadership	IA	<u>Launching a System of Teacher Leadership (Iowa)</u>
PHASE I Innovation Configuration Map	Provides rubrics and guiding questions for districts to assess their progress in teacher leadership model implementation	IA	<u>Phase One IC Maps</u>
The Change Wheel Reflection Questions	Provides ten questions for districts to assess their implementation		<u>The Change Wheel</u>
Grant Application Planning Tools from Heartland Education Agency	Provides support to districts to develop teacher leadership plans in Iowa (developed by one of Iowa’s nine Area Education Agencies)	IA	<u>Iowa TLC Planning Workbook for Round 2 v 4</u> <u>Iowa TLC Round III Planning Workbook</u>
District-Union Memoranda of Understanding	Sample MOUs from Iowa districts with their local unions	IA	<u>MOU Benton</u> <u>MOU Hudson</u> <u>MOU Humboldt</u>
NYC Leadership Academy proposal to support leadership development in Iowa	Provides an outline of a sample year-long professional development proposal for states to build principal capacity for distributive leadership	IA	<u>Iowa Technical Proposal</u>
TN’s Self-Inventory Rubric For Teacher Leaders	Engages teacher leaders in a brief reflection on their strengths and areas of growth	TN	<u>Self-Inventory Rubric (TN)</u>
Sullivan County Teacher Leadership Overview	Provides an overview of Sullivan County’s approach to teacher leadership, including rationale, teacher leader roles, budget, professional learning support	TN	<u>Sullivan County Teacher Leaders</u>
Sample Teacher Leader Roles	Provides an overview of Tennessee district level teacher leadership models including sample teacher leader roles and cost structure modeling	TN	<u>Teacher Leader Guidebook</u>

Tool	Tool Objective	Provided by	Link
Teacher Leader Self-Assessment Tool	Provides a self-assessment for teacher leaders along six domains	WA	<u>Self-Assessment (CSTEP)</u>
School And District Capacity To Support Teacher Leadership Assessment Tool	Engages district or school leader to determine readiness for teacher leadership along four dimensions	WA	<u>TL Readiness (CSTEP)</u>
Teacher Leadership In Mathematics	Articulates the specific knowledge and skills teachers need to lead initiatives in mathematics	WA	<u>Math Leadership (CSTEP)</u>
Teacher Leader Professional Development	Overviews types of professional learning for and by teacher leaders, in a brief slide deck	IA	<u>IPDM-TLC March 23</u>
Title IIA Planning Tool For Districts	Supports districts to understand eligible and non-eligible expenditures under Title IIA	MA	<u>MA Quick Reference Guide</u>
Rubrics For Assessing The Impact Of Teacher Leadership Programs	Provides an overview of Leading Educators program evaluation strategy	Leading Educators	<u>Leading Educators logic model and evaluation strategy</u>
Educator Effectiveness Teacher Advisory Cabinet: 2014-15 Report	Provides overview of activities and accomplishments of the Teacher Advisory Cabinet	MA	<u>TAC (MA)</u>
Teacher Leadership Network (Video, Creating An Sustaining Teacher Leadership Roles, Case Studies (Check Out Revere District), And A Brief)	Building Trust, Funding, Defining roles, Collective bargain, Selection, Sustaining and Supporting teacher leadership	MA	<u>http://www.doe.mass.edu/eeval/leadership/</u>
Teacher Leadership Planning Guide	An interactive planning resource; teams comprised of district- and school-level administrators, union leaders, and classroom teachers are encouraged to use this tool to determine readiness for distributed leadership and develop strategies for implementation	MA	<u>http://www.doe.mass.edu/eeval/leadership/DistributedLeadershipIPG.docm</u>
Educator Evaluation Teacher Rubric	Shared understanding of effective practice that includes teacher leadership and modeling to other adults in the “exemplary” category	MA	<u>Model of Educator Effectiveness (MA)</u>
Distributive Leadership Professional Learning Networks	Provides overview of MA Distributed Leadership Professional Learning Network	MA	<u>Distributed Leadership PLN (MA)</u>

Tool	Tool Objective	Provided by	Link
“What to Look For” Observation Guides for ELA, Math and Science	Includes content specific look fors aligned to the evaluation framework for grades K-8	MA	<u>Observation Guides</u>
ESE Model Feedback Instruments & Administration Protocols	Includes a collection of student and staff survey instruments to supplement evaluation	MA	<u>Feedback Surveys and Protocols</u>
ESE Model System for Educator Evaluation	Includes planning and implementation guides, rubrics and model collective bargaining contract language for districts and schools to establish an educator evaluation system	MA	<u>Model System Part IV (MA)</u>

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Any opinions, findings, and conclusions or recommendations expressed in this material do not necessarily reflect the views of the foundation.

We advance teachers' leadership skills and opportunities, building a national movement to ensure all students have the opportunity to succeed in school and life.

Leading Educators Mission Statement

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