

Teacher Leader Programs



The Challenge:

Teacher leadership has been widely recognized as an essential component of school reform and the professionalization of teachers. As a powerful strategy to increase student learning, research indicates that teacher leadership can retain teachers, support teacher effectiveness, facilitate school staffing innovations, improve decision-making at the school and district level and ultimately strengthen the teaching profession (NCCTQ 2010).

Investing in teacher talent by providing teachers with leadership opportunities is a smart investment in the teaching profession. Studies indicate that teachers care less about moving into a few administratively designed leadership positions and more about enlarging their professional roles and enhancing the professional aspects of their careers as classroom teachers. Teacher leadership as part of a teacher-designed career path is vital to recruiting and retaining effective practitioners. A recent survey found half of the teachers surveyed expressed interest in combined teaching assignments with other responsibilities in a teacher leadership role. (MetLife, 2013)

Over the past decade, teacher leadership has emerged in many NYS school districts. A growing number of effective teachers — the single most significant factor affecting student achievement — are assuming leadership responsibilities beyond those of the classroom. However, many challenges prevent school systems from fully leveraging the potential of teacher leaders. These include vague or undefined roles, failing to allocate appropriate time or authority for teacher leaders to be effective, failing to provide the training that teachers and principals need to empower teacher leaders, or a lack of support and resources. As a result, some teacher leader initiatives struggle for relevancy and sustainability.

The Innovation:

This *Innovation Brief* describes essential components from successful leadership initiatives that labor/management teams should consider to ensure a strong and effective teacher leadership system.

Research indicates that teacher leadership initiatives are most likely to succeed when: (1) labor-management teams design differentiated staff roles that have high impact, (2) teacher leaders are selected based on multiple measures that demonstrate their vast skills, expertise and value to a school community, (3) development of leadership capacities is planned, (4) teacher leaders are supported by their colleagues and principal as they implement new differentiated staffing roles, and (5) three levels are targeted for development: *individual, team and organizational*.

Continuously high performing schools have “dense” leadership capacity, meaning broad-based, skilled participation by many in the work of leadership.

(Lambert 2005)



Historical context

Teacher leadership is not a new concept; teachers have been looked to historically as agents of school change. Thirty years ago, the Carnegie report, *A Nation Prepared*, said that without teacher support “any reforms will be short lived” and emphasized the importance of creating roles for teachers that acknowledge the centrality of classroom teaching and extended teachers’ decision-making power into school-wide leadership activities. The evolution of teacher leaders is characterized (York-Barr) as:

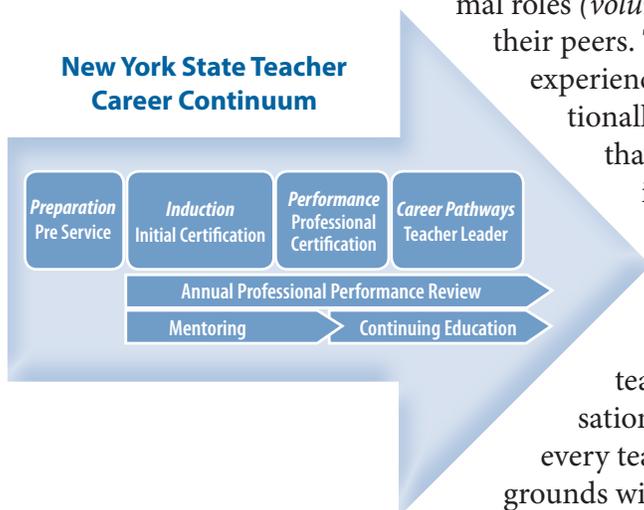
Leadership “density” means that many people work collaboratively, are trusted with information, participate in decision-making, and contribute to creation and transfer of knowledge.

- **Early:** Teacher leaders served in formal roles, typically as an extension of administration, with the goal of improving school efficiency assuming that the principal or other “school leader” was the source of authority who delegated authority to make decisions or transferred instructional and administrative tasks. Their leadership was recognized only when supervisors either anointed or appointed them.
- **Emerging:** Teacher leaders capitalized on instructional expertise and served as curriculum leaders, staff developers, and mentors. Coaching, mentoring and other roles requiring deep knowledge of specific grade level instruction, content and curriculum positioned these teachers as the most highly qualified improvement expert. However, they often worked alone without a program structure, leading to unrealistic expectations and caseloads, biased selection criteria or processes, lack of time, leadership training, compensation, or no defined role in giving other teachers feedback.
- **Mature:** Teacher leaders are central to the process of “re-culturing” schools to maximize instructional expertise. The social nature of learning among teachers is recognized and supported as solving “problems of practice” and labor/management understands how to support such inquiry to drive school improvement and accountability. The role of teacher leader is reconfigured to be more inclusive, rather than exclusive and is available to significantly more teachers.

The ways teachers can lead are as varied as teachers themselves.

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal (*selected/appointed/intentional*) with designated responsibilities such as professional learning coaches, mentors, or peer reviewers. Other more informal roles (*volunteer/assumed/situational*) emerge as teachers interact with their peers. These multiple roles provide opportunities for teachers to experience, grow and develop skills in working with peers. Intentionally designing pathways for teacher leaders to grow ensures that teachers can find ways to lead that fit their talents and interests and build the school’s capacity to improve. Leadership responsibilities should be built up incrementally and deliberately over time.

Some NYS districts are in the process of establishing continuums of professional practice that set out stages of teacher development with differentiated roles and compensation at different career stages. Leadership looks different for every teacher who pursues it. Teacher leaders come from all backgrounds with a wide variety of skill sets. They share a common desire to use those skill sets, resulting in developments that define excellence in education for their students and school communities.



Establishing a teacher leadership program

Two decades of research (Yoon, 2004; Johnson; Aspen) reveals a growing understanding of what conditions need to be addressed in an effective teacher leader model. This research, and experience from teacher leader initiatives across the nation identify important design components that labor/management teams should consider when establishing a teacher leadership program:

1. Establish a **common definition** of teacher leadership to anchor discussion of effective teaching and leadership practices
2. Identify and engage stakeholders in the **purpose** of the teacher leadership program
3. Articulate clear expectations for effective teaching and leadership practices, based on **standards or a framework**
4. Identify clear **roles and responsibilities**
5. Provide adequate **training** so educators in teacher leader positions are prepared for both general leadership knowledge, skills, and dispositions based on the frameworks as well as specialized roles that involve new duties and responsibilities
6. Negotiate **conditions and compensation** to support a manageable workload and achievable outcomes
7. Negotiate a **selection criteria and process** to make an appropriate match between the function or role of the teacher leader
8. Establish **evaluation and performance management** that ensures effective use of resources to meet district priorities and provide ongoing support.



1. Define teacher leaders

A broad definition of teacher leadership will serve many purposes – both immediate and long-term. Because the term “leadership” suggests power and authority, there is often confusion about the meaning of “teacher leadership,” which implies something often very different than traditional definitions of leadership in the workplace. Leadership in education cannot be limited to the ways in which formal roles in the bureaucracy were designed a century ago. Several factors are contributing to the current emergence of teacher leaders:

- the identification of teacher instructional and content expertise through professional performance review
- the effectiveness of job-embedded professional learning to support durable improvement in practice
- the recognition of teacher expertise and resulting increase in roles for coaches, mentors and professional development leaders
- and the ideology that *all* teachers are leaders at various times

An analysis of leadership research provides this broad definition: “Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement.” (York-Barr, 2004).

An effective teacher leader structure allows teachers to pursue different pathways that best fit their strengths and interests as applied to the needs of the student population. Typical roles for many teacher leaders are as “helper” teachers, in roles such as coach, mentor or supporting other teachers in some way. However, excellent teachers are diverse and may not have an interest in these traditional roles, but also may be interested in redesigning the instructional delivery model.

Regardless of the specific work, research on teacher leadership indicates three criteria for defining teacher leaders: (Berg, 2012)

- **Formal** — a formal role for teachers involving either compensation or release time. The role is identifiable and countable, recognized by school and district, part of a larger plan and confers recognition or authenticity
- **Sustainable** — (influence on teaching and learning but more than once). Teacher leadership initiatives are not created for their own sake but are designed to advance improvement priorities of the district.
- **Professional** — related to teachers’ institutional knowledge and skills.

Teacher leadership is an umbrella term that includes a wide variety of work at multiple levels in educational systems. In addition to roles as coaches, instructional experts, curriculum, mentors, or data experts, a teacher leader could include specializing in a particular subject or grade combination, teaching extended student population using technology on a virtual platform, serving as a multi-classroom teacher, or serving as a lead teacher working closely with other teachers in a mixed grade configuration. New teacher leader roles can be constructed so that excellent teachers can continue to teach. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. Consequently, the roles and incentives for teachers need to be designed by individual schools or district needs and resources through a labor-management process.

2. Establish the purpose of a teacher leader program

Identifying district, grade or building initiatives establishes the purpose and goals of the teacher leadership program and identifies the “what and how” of measures of success. Defining the goals of the initiative clearly, (i.e. what results do we want from our math coaching or peer evaluation and review program?) and engaging knowledgeable stakeholders helps the school community monitor and make progress on the goals. It also clarifies the role and scope of responsibility of the teacher leaders, whose work overlaps with teachers’ classrooms and the principals’ building.

Engaging those whose work is most affected by the initiative in **establishing the goals of the program** is critical to buy-in and success (i.e. grade level teachers improving math). Engaging those whose work is affected by the initiative in **supporting the teacher leader program** as a means of addressing this initiative is equally critical to buy-in and success (i.e. central office staff, school boards).

Two important design processes are key to engagement:

- A gradual process designed for many opportunities to provide input in the design of the teacher leader program by teachers, unions, principals and a variety of central office administrators.
- A flexible process for participants to tailor teacher leader roles to specific challenges and strengths at the building or grade/department level.

Taking local context into consideration allows adjustment for challenges and opportunities and provides flexibility that is an important component of implementation. Determining what decisions have to be made on the building level vs. the district level clarifies and acknowledges low vs. high trust environments, existing (or not) collaboration and cooperation among faculty and administrators and other conditions that need to be designed into program development. Labor-management teams must be able to organize improvement activities, quantify the costs, and measure the effects of their investment in terms of changed classroom practice and ultimately student performance

3. Articulate a teacher leader framework, standards or competencies

A common set of agreed-upon standards/competencies or framework is one of the defining characteristics of a profession. Teacher leader standards indicate what teacher leaders should know and be able to do and clearly describe the actions and expectations of their work. Standards or competencies serve as a foundation for growth as well as assure that those practicing the profession are performing at a high level. Teacher leader standards or a framework define what constitutes the skills, attributes, knowledge and competencies that teachers need to assume leadership roles in their schools. These standards or frameworks should make clear what distinguishes the role of teacher leaders from administrators, and define what it takes to be a successful professional in this domain of teaching practice.

Labor/management teams are encouraged to examine existing teacher leader standards to adopt, adapt or guide framework development to fit local context. The Model Teacher Leader Standards <http://www.teacherleaderstandards.org/> were developed and endorsed by a broad coalition of national labor, professional and policy associations. The Center for Teaching Quality recently published The Teacher Leader Competencies <http://www.teachingquality.org/> envisioning three areas for teacher leaders: instruction, policy and association leadership. Some states have developed state specific teacher leader standards (Kansas, Kentucky) or adopted frameworks (Iowa) that establish the criteria for the teacher leader initiative. New York State has not adopted teacher leader standards but offers the New York State Career Ladder Pathways Toolkit. See www.engageny.org/new-york-state-career-ladder-pathways-toolkit.

Why is teacher leadership an important component of our teaching and learning system?

How will stakeholders be engaged in the design of teacher leader work to address our improvement priorities?

How will the impact of the teacher leaders program be measured?

What criteria will be used for the selection of teacher leader standards/ framework?

What modifications to existing teacher leader standards or frameworks need to be made?

How will awareness of the teacher leader standard or framework be created?

How are roles for teacher leaders determined?

What are the responsibilities of the teacher leaders? (may be different if there are different roles such as instructional coach, PAR.)

How will the entire school community be prepared to work with teacher leaders?

4. Identify roles and responsibilities

With almost 700 school districts, NYS hosts a complex and wide-ranging array of educational delivery systems; some districts serve the most diverse populations in the United States. The roles and responsibilities for teacher leaders should be shaped by the community's unique needs, student population and resources available.

These roles and responsibilities must be locally negotiated to ensure that teacher leader roles match the identified priorities and are flexible enough to adapt roles to meet specific student and building needs. Clearly delineated responsibilities should be based on outcomes and integrated into school practices. Evidence of opportunity, need, rationale and support for teacher leader positions should be informed by multiple stakeholders within the district based upon documented need (e.g., learning data, evaluation outcomes, teaching and learning conditions).

Communication of the roles and responsibilities must be transparent and clear to the entire school community (board of education, parents, administration, faculty, students and community members). School culture is critical to supporting and valuing peers in leadership roles and leveraging mechanisms to support leadership roles.

Roles and responsibilities for teacher leader positions will vary considerably from district to district depending on the context of the district size, structure and population as in examples illustrated below:

Role Title	Responsibilities	Skills
Instructional coach	Helps colleagues implement effective teaching strategies in a specific subject or for a specific student population	Understands and models linkage between content expectations, instructional materials/strategies and various assessments. Promotes risk-taking, provides feedback.
Mentor	Provides support and model to a new teacher or veteran teacher with new teaching assignment	Demonstrates reflective practice as a tool to inform practice, structures dialogue/discussion to further specific learning goals
Professional learning facilitator	Facilitates job-embedded professional learning for colleagues and supports the growth of colleagues	Capitalizes on multiple entry points to increase teacher content knowledge and classroom application; fosters, cares, listens, creates environment for adult learners
Multi-Classroom Leader	Leads a team of teachers across grade levels or interdisciplinary: co-teaching, co-planning, and providing job-embedded staff development	Fosters group responsibility; works with complexity of problem-solving instructional opportunity gaps, honors contributions of others; experienced at vertical planning and teaming
Hybrid Teacher-Leader	Combines part-time teaching with leadership roles	Time management skills; works across staffing structure
Department/content or Grade level chair	Acts as liaison between administration and colleagues; may include instructional leadership, administrative duties or policy advocacy	Effective systems thinking; understands how decisions impact systems; knows multiple layers and how decision are made. Facilitates collective or collaborative inquiry processes; knows how resources are allocated
Demonstration Classroom	Model teachers in demonstration classrooms; work with teachers in their own school to improve instruction by opening up their classrooms to their colleagues	Engages in applying research based practices in content, instruction and assessment; uses student work to adjust instruction, uses cultural competency and multiple sources of data; works in laboratory classroom environment
Data coach	Helps teachers interpret student data and identify instructional strategies	Leads data-driven dialogue that facilitates informed decisions and actions. Skilled in data interpretation and implications to improve teaching; facilitate colleagues' skills to do the same.
Curriculum or assessment specialist	Leads teachers to develop standards and curriculum and/or to develop aligned formative and summative assessments	Knowledgeable about curriculum and assessment; content expectation; instructional materials, formative, summative, classroom, district and state.
Peer Assistance Review	Consulting teachers provide concentrated, individualized help to new teachers or struggling teachers, evaluating if that teacher meets the district's performance standards.	Establishes trust and respect, values all participants, creates safe environment, uses reflection strategically, structures dialogue to further specific leaning goals; provides constructive feedback
Master teacher	Shares best practices and reviews its impact on student achievement, coordinates school-based instructional support activities Often an advanced role in a teacher's career and responsibilities vary	Skilled in working with professionals to develop instructional capacity through activities such as modeling, leading study groups, coaching and debriefing with teachers; assisting in the establishment of teachers' professional development goals.
Lead teacher	Leads in co-taught class, leads teacher team, and/or works as a mentor teacher with struggling teachers to improve instruction. Serves as a resource; liaison between teachers and administrators	Excellent teaching and leadership skills, closely works with colleagues to provide constructive criticism and help formulate solutions; problem solves emerging dilemmas at grade or bldg level. Facilitates group responsibility and engagement.

5. Teacher Leadership training

Developmental standard-based training designed to meet the needs of teachers who aspire to, or are tapped for, leadership roles that expand their professional impact with colleagues is a critical component of quality teacher leader programs. The skills teacher leaders need to be effective in a variety of roles are informed by the locally adopted or developed teacher leader standards or framework. Training addresses skills not typically taught in teacher preparation programs or gained in classroom teaching.

Leveraging great teachers to drive instructional improvement across classrooms lies in their ability to lead. There should be a process in place for developing skills and establishing opportunities for developing general leadership skills, and then specific knowledge, and dispositions around roles and responsibilities for teacher leaders such as co-teaching, peer observation, strategic action planning, changing the instructional delivery method, or collaborating with the Institute of Higher Education on student teacher programs and placements.

Formal preparation is essential as teachers assume leadership roles and responsibilities and gain the knowledge and skills needed to be effective teacher leaders. A survey of teacher leader training programs show common areas:

- Working with adult learners.
- Collaboration to improve instructional practices.
- Communication to support implementation.
- Knowledge of content and pedagogy.
- Systems thinking for policy impact.

Consideration should be given for sustained program support over time (e.g., 125 hrs over 3 years) as teachers navigate new roles within their school communities. Relevant training requiring specialized content knowledge and skill can prepare participants for specific leadership roles such as mentor, instructional coach or peer reviewer. NYS Teacher Centers, BOCES, institutions of higher education or experienced district programs can provide training outlines and resources.

Role of the principal: To function in a distributed leadership model, teacher leaders and administrators must share common understandings about and skills sets in team building, change theory, goal setting, collaborative decision-making, evidence based observations, curriculum development, data driven instruction, and conflict resolution. Congruence between teacher leader standards or framework and principal preparation programs should be considered so that principals are prepared to develop a community of leaders within their schools and facilitate teachers taking on leadership roles. Principals need training and support to create school environments that cultivate and support leadership.

Role of institutions of higher education: The development of teacher leader pathways should be coordinated with teacher preparation programs in order to create a comprehensive P-20 systems approach which recognizes the role IHE's play in educational leadership programs. For example, some IHE's offer a Certificate in Teacher Leadership providing research and expertise for the training and development of teacher leaders. Because institutions of higher education prepare both teachers and administrators, they are uniquely qualified to identify the interconnectedness of the role of teacher leaders and support labor/management teams as they create vision and goals for their program.

What is the plan for training teacher leaders?

Who will provide training?

What structure(s) will be used for training? Number of hours over what time?

How will on-going growth be supported over time?

What processes will be in place to identify and resolve dilemmas of the teacher leader program?

6. Negotiate conditions and compensations

There must be a reorganization of time and work if teacher leadership is to succeed. Organizational structures and learning environments that support the work of teacher leaders will require reconceptualizing time, work load, space and other structures (e.g., common planning time, teaching load, job-embedded professional development opportunities, and release time to collaborate with peers) within the school day/system. Time in the work day must be restructured so that it can become a resource, not one more reason why teachers are unable to assume leadership.

What potential funding sources within the current budget can be identified?

What initiatives or structures can be replaced in order to create financially sustainable teacher leadership program?

These new roles will necessitate collective bargaining and contract language around: calendar year or part-time, day length, compensation or stipend models, ratios of teacher-leader-to-case-load, and realistic time allocations for particular roles.

Creating financially sustainable programs can be challenging. Schools that prioritize teacher leadership as a school improvement strategy can build upon or re-purpose existing resources, while also thinking strategically about desired outcomes and impact. Many districts and schools fail to adequately track how much they invest in professional learning in general, much less whether those investments lead to improved instructional practice and student learning. This is in part because of the complexity of current funding streams, and because schools and districts struggle to determine what counts as a professional learning cost.

In seeking funding for initial or ongoing costs, schools might consider calculating and sharing the savings in other costs — such as preventing costly, unwanted staff turnover — and productivity gains when teacher-leader roles lead to better staff retention and stronger outcomes for more students

Re-allocating funds from outflow to external agencies for professional development to stipends or salary support for teacher leaders should be considered. (i.e., funds such as Title I or II of ESEA or Teacher/Leader Quality Partnership (TLQP) NYS Teachers of Tomorrow (TOT) are applicable to teacher leader programs). Review of existing funds and strategically allocating these funds to enhance teacher compensation and teacher leadership opportunities should be viewed as part of the school improvement strategy and open to local negotiations.

Compensation and conditions for teacher leader positions will vary considerably from district to district depending on roles, responsibilities and the unique context of the district's size and budget levels as recent contract searches illustrate below:

Model teachers	Master Teachers	Mentor teacher	Lead Teacher	Instructional coach	Curriculum or Professional Development Leader	Peer Review/Assistance
Additional 5 days 100% student instruction Compensation: \$2,000 Term: Up to 3 years	Additional 20 days No more than 30% student instruction Compensation: \$11,500 Term: One year	Additional 10 days No more than 75% student instruction Compensation: \$5,000 Term: No limit	Additional 15 days No more than 50% student instruction Compensation: \$10,000 Term: One year	Additional 10 days Full time instructional coach Compensation: > \$5,000 Term: One year	Additional 15 days No more than 50% student instruction Compensation: >\$10,000 Term: 3 years	Additional 10 days No student instruction 10-12 teachers Compensation: >\$10,000 Term: 3 years
Additional 2 days 2 hours per month Exempt 1 or 2 period Compensation: \$7,500 Term: One year	Additional 3 days 4 hours per month Exempt 1 period Compensation: \$20,000 Term: One year	0 Additional days 100% student instruction 3 teachers Compensation: \$6,000 Term: 3 years		0 additional days Caseload; 10-20 teachers Compensation: No supplement Term: 3 years	Additional 3 days No student instruction Compensation: \$2,000 Term: 5 years	Additional 3 days 30% student instruction 3-5 teachers Term: 5 years
				3 additional days 20 teachers Compensation: > \$5,000 < \$20,000 Term: Unlimited	Additional 15 days No student instruction Compensation: \$12,000 Term: 2 years	

7. Selection criteria and process

Research on the skills and attributes of teacher leaders can guide the development of selection criteria (Jackson, Burrus, Bassett & Roberts, 2010). Systems and schools should select teacher leaders who have demonstrated excellent teaching skills and content knowledge, are interested in adult learning, and are at a career and life stage that exhibit strong interpersonal skills, reflection, and the ability to work with a variety of adult learners.

Criteria of the necessary skills and attributes for teacher leader positions must be negotiated for the selection of candidates as well as such items as the selection process and forms for application. Authentic assessment for the established criteria (e.g., video of mentoring ability, case study of teamwork) should demonstrate the relationship of the assessment to the teacher leader framework or standards.

Considerations should include procedures that help districts identify a pipeline for development of teacher leaders. This procedure can be included in a district's APPR plan and address development of teacher leaders. Linking teacher evaluation and professional development results to identified skills, attributes and school structures ensures that teachers are afforded an objective process to engage in leadership activities and grow in these supported roles.

What criteria will be used to identify potential teacher leaders?

What will the selection process be and who is involved?

Who will determine the selections (decision-making process)?

8. Establish evaluation and performance management

An evaluation and performance management system should maintain consistency and support for the varied roles of teacher leaders and be locally negotiated. Supervision and on-going structured professional development provide teacher leaders with the tools to work effectively. Performance assessments should be appropriate to the role and expectations of the teacher leader and incorporate data from multiple sources. Authentic assessments could be portfolio or performance based such as engaging in small learning communities, participating in improvement planning or using various teaching strategies and gathering data on effectiveness.

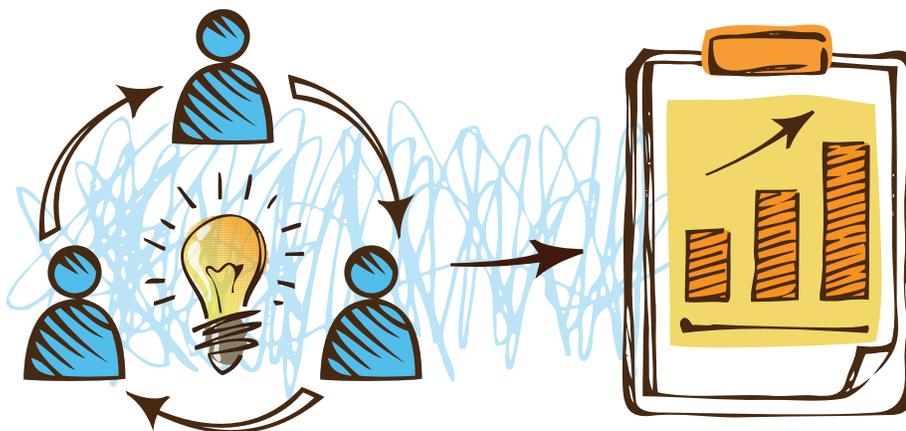
Labor-management teams should also consider how to define indicators of success of the teacher leader program (outcomes) and how those will be measured. Impact upon teachers and principals can be considered (increased teacher effectiveness, quality and frequency of feedback), as well as impact on student learning (interim assessment data, student work, assignment completion). Any of these areas can be long-term measures of teacher leadership. Assessing impact can additionally be accomplished through staff surveys, focus groups or student surveys. It is important to monitor continuously so adjustments can be made to improve and enhance the program.

What should an evaluation process for teacher leaders look like?

What should training for evaluators look like?

Who evaluates? How often? How is the impact of teacher leaders assessed?

How and what data should be used in evaluating teacher leaders?



Teacher Leadership in NYSUT's Innovation Initiatives school districts:

Plattsburgh: The Teacher Leader Program here was developed as a cost-savings strategy to support identified professional development by engaging teachers who were experts on topics and best practices developed in their classrooms. Teacher Leaders were recruited and selected based on their areas of expertise and how they matched with district needs in the District Professional Learning Plan (PDP). Teacher leaders were trained (with stipend) in adult learning, development and delivery of 15-hour programs such as study groups, peer walk through and best practices being used in classrooms. Expansion this year provides a wider range of topics as well as more in depth delivery. The Teacher Leader Program has been well received by the school community, with the real benefits going to the students.

North Syracuse: Teachers have a number of options for teacher leadership positions:

- The multi-year Leadership Enrichment North Syracuse Program with LeMoyne College CAS (Certificate of Advanced Study) is tailored to the priorities of participating districts. Teacher leaders form individual projects involved in the initiative and the district supports implementation. Contract language provides a salary increase for every 3 graduate hours.
- A NYS Strengthening Teacher-Leader Effectiveness (STLE) grant created teacher leader positions within APPR, Assessment, Instruction, Content areas, and Response to Intervention (RTI); work involves correlating the teacher leadership work to improved student outcomes. Teacher leaders self-select building or district level role and earn a quarterly \$2,500 stipend.
- The Peer Assistance and Review (PAR) program panel (4 teachers, 3 administrators, union president, District HR), meets a minimum of 6 days during the school year to review the observation evidence of probationary teachers.
- Three Consultant Teachers (CT's) support probationary teachers through multiple observations and visitations. The CBA outlines the provisions for release time, duration, and training. In addition, contractual language provides for department chairs (middle and secondary) and grade level leaders (elementary) and Building Planning Team Chair (one teacher from each building is elected co-chair with principal). The CBA outlines the provisions for release time, training, and duration.

Albany: This district has a large contingent of teacher leaders serving as instructional coaches, mentors, peer consultants, and in other roles which directly support the classroom practitioner. These teacher leader positions are identified by the District PDP Team as well as through a collaborative process with the stakeholders. Criteria, process and roles were negotiated with the teachers association and all teacher leaders serve in full time TOSA positions. Albany has developed a Teacher Leader Rubric for evaluating teacher leaders which is currently in its second pilot year. This evaluation system is reflective of the current process for classroom teachers and centers upon evidence based practice.



To schedule information sessions and workshops to develop your teacher leader program, call NYSUT's Education & Learning Trust: 800-528-6208.

For more information about Teacher Leader programs:

Aspen Institute (2014) *Leading from the Front of the Classroom: A Roadmap to Teacher leadership that Works*. Aspen Institute, Washington DC

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MetLife. (2013). *The MetLife survey of the American teacher: Challenges for school leadership*. <https://www.metlife.com/assets/cao/foundation/MetLife-Teacher-Survey-2012.pdf>

New Leaders (2015) : *Leading From Every Seat: Empowering Principals To Cultivate Teacher Leadership For School Improvement*.

Johnson, Susan Moore, John J-H Kim, Geoff Marietta, S. Elisabeth Faller, and James Noonan. *Career Pathways, Performance Pay, and Peer-review Promotion in Baltimore City Public Schools*. Harvard Business Publishing Case, 2013. (Case No. PEL-071.)

NEA's Commission on Effective Teachers and Teaching: *Transforming Teaching 2012, Opportunities to Lead*

Teacher Leadership Standards (National Consortium Work)

National Comprehensive Center for Teacher Quality. (2010). *Teacher leadership as a key to education innovation*. Retrieved from http://www.gtlcenter.org/sites/default/files/docs/TQ_Policy-to-PracticeBriefTeacherLeadership.pdf.

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