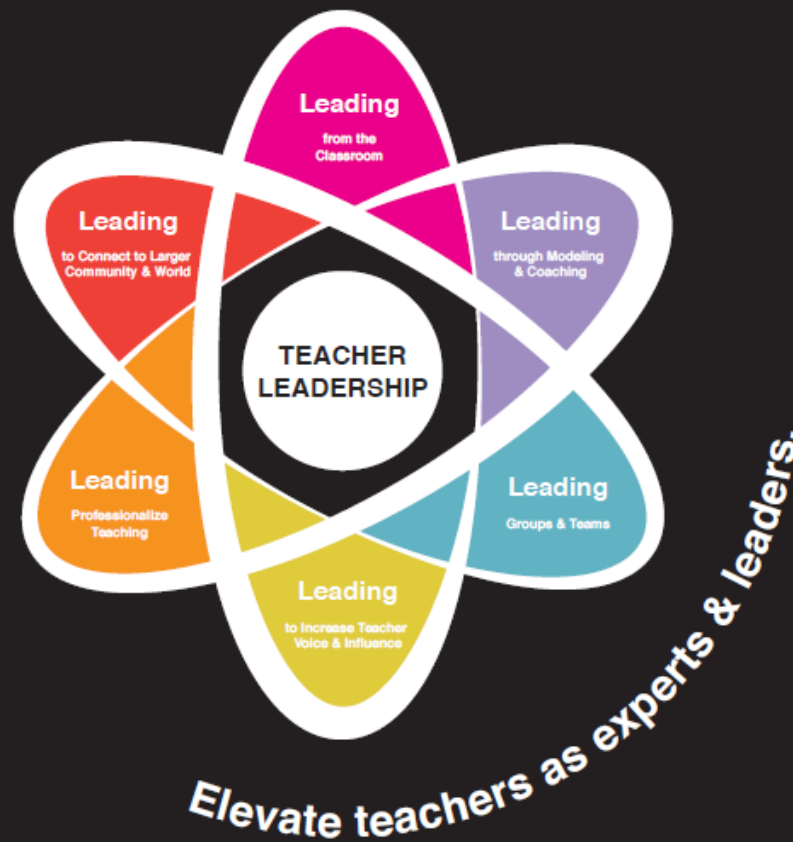


KENTUCKY TEACHER LEADERSHIP FRAMEWORK



December, 2015



KENTUCKY TEACHER LEADERSHIP FRAMEWORK

Kentucky Teacher Leadership Work Team

This document represents the work of a team of educators representing various grant projects and organizations, including: KyNT3 - Network to Transform Teaching administered through the Educational Professional Standards Board, Instructional Transformation Grant administered through the Kentucky Department of Education, CTL - the Collaborative for Teaching and Learning, The Fund for Transforming Education in Kentucky, the Kentucky Education Association, Hope Street Group, and the Bluegrass Center for Teacher Quality.

With credit to/permission from CSTP's (Center for Strengthening the Teaching Profession) Teacher Leadership Skills Framework 2009.

Additional sources consulted: Teacher Leadership Initiative's Teacher Leadership Competencies 2014, Teacher Leader Model Standards 2012, Interstate School Leaders Licensure Consortium's Draft Standards 2014, Leading Educators Framework 2014, Iowa Teacher Leadership and Compensation System, and Boston Teacher Leadership Certificate Program.

KyNT3 – Network to Transform Teaching is funded by a US Department of Education Supporting Effective Educator Development (SEED) grant and is implemented by a local partnership of the Education Professional Standards Board, Kentucky Department of Education, Kentucky Education Association and the National Board for Professional Teaching Standards.

CTL – the Collaborative for Teaching and Learning, is a non-profit 501 (C) (3) educational consulting firm whose mission is to advance excellence in teaching and school leadership, and is a partner with the Kentucky Department of Education in teacher leadership development.

Teacher Leadership Framework Introduction

Goodwin (1994) introduced the notion of *professional vision*, which he defined as “socially organized ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group” (p. 606). Teacher leaders represent such a social group. As such, teacher leaders need to work together and work with others to be able to highlight features of effective pedagogical practice, label productive and unproductive relationships with key stakeholders, and produce artifacts from their leadership efforts that others can use to find their way to change and improvement. The implication of Goodwin’s notion for teacher leadership is that if a community of teacher leaders can learn to see *as* (a *professional vision*), then they are better able to see *differently* (a *vision for leadership*). Additionally, if teacher leaders want others to support the innovations that the teacher leaders wish to bring to classrooms and to schools, then they need to help others see things the way that they do so that the reason for, logic of, and pathway to innovation will make more sense to these others.

As we consider the teacher leadership framework diagram; how should that be ‘seen’? The teacher leaders who created it wanted to *code* (one of the components of Goodwin’s professional vision) a very important meaning in it. It is well recognized that as teachers grow in their leadership capacity, their sphere of influence grows. It begins in the classroom, and moves out to interactions with colleagues, out further to the larger school system and district, continuing through all six of the areas in the diagram. It would have been understandable if the creators of this diagram had depicted these areas as a set of six circles, each one larger and more encompassing than the one before it. However, that would have communicated the idea that leadership aimed at Connecting to the Larger World and Community is more important than leadership focused on the Classroom. The diagram chosen instead suggests that the six different areas of leadership represent intersecting and overlapping communities of practice; as such, the leadership efforts in each area influence and are influenced by those undertaken in other areas. This view suggests that as a group(s) of teacher leaders works to see things more cogently and understand practice more deeply within one of the areas, they will be able to apply those lessons to other areas. For instance, as one learns how to better build relationships and lead groups and teams, then one will likely be able to lead within the classroom better by creating more productive learning environments.

The educational system is a complex whole. Effective teacher leadership requires one to see the whole, but also to see how the parts interact to produce the greater whole. Developing this multi-component professional vision will allow teacher leaders to generate visions for leadership more likely to produce broader impacts. Read through the rest of this document so that you might equip yourself with the tools needed to make such an impact.

Dr. Brett Criswell
Clinical Assistant Professor, STEM Education
University of Kentucky
May 2015

Goodwin, C. (1994). Professional vision. *American anthropologist*, 96(3), 606-633.

KENTUCKY TEACHER LEADERSHIP FRAMEWORK

Mission of Teacher Leadership:

Elevate teachers as experts and leaders in and beyond the classroom.

Definition of Teacher Leadership:

Teacher leaders transform their classrooms, schools, and profession, activating teacher growth and achieving equity and excellence for students.

Framework Spheres:

The framework contains six spheres or dimensions, each describing a set of dispositions, core beliefs, knowledge base, requisite skills and unique roles for teacher leaders. While the spheres are interrelated, with each one broadening the stage for teacher leadership, it is not expected that individual teachers will fulfill every role. Rather, these six spheres suggest multiple roles for teacher leaders. Dispositions are enriched as teacher leaders work within the various spheres.



Leading from the Classroom: developing capacities of students and self

May include: Making decisions that reflect best practice and responsiveness to student needs; modeling positive learning and leadership behaviors for students; using theory to reflect upon and improve practice; increase knowledge and qualifications, like earning National Board Certification or an advanced degree

Vignette:

Susan is learning to let her high school science students take initiative for designing and conducting experiments, as well as demonstrating what they have learned. Prior to engaging with and earning National Board Certification, Susan was more likely to explain scientific concepts, provide students with data to analyze, and lead them through experiments. Over the past semester she has put more trust in the abilities of her students, and has stepped back to let them learn through doing scientific work rather than hearing about how to do it from her. This approach has allowed her to offer guidance and instruction as needed, and also to gather formative assessment data during class, which informs her design of subsequent lessons. Moreover, she is documenting the changes she makes and their impact on student learning to share with her colleagues.



Core Beliefs:

- Students' intellectual capacity develops through their learning environment.
- The role of the teacher is to shift responsibility for learning to the student.
- Developing sound thinking skills prepares students for college and career.
- Teachers must model intellectual curiosity and see themselves as learners.
- Teachers have professional knowledge born of experience that informs their actions.
- Learning must engage the heart as well as the mind.
- Parents are partners in their children's education.

Dispositions:

- Approach classroom learning from a student's point of view and plan accordingly.
- Provide opportunities for students to make meaning and create new knowledge.
- Invest planning and instruction with passion and energy.
- Reflect on personal effectiveness in helping students learn and continually strive to improve.
- Seek out and embrace new learning opportunities.
- Learn from and with colleagues.

Knowledge and Skills:

- Understand and apply current research on effective teaching practice.
- Apply content standards and curriculum frameworks.
- Understand and apply knowledge of how students learn.
- Make adjustments to accommodate students' individual learning needs and interests.
- Facilitate a student-centered classroom environment.
- Employ a variety of strategies to support authentic learning, student engagement and assessment.
- Possess cultural competency.
- Use listening to and questioning of students in ways that stretch students' thinking and make them feel valued.
- Collaborate with colleagues to support student growth.
- Collect and analyze student data regularly to make instructional decisions.
- Engage with technology to support instruction, make connections and locate resources.

Leading through Modeling and Coaching: developing capacities of peers

May include: The role of peer observer in mentoring new teachers, coaching to strengthen classroom practice, or sharing expertise in implementing new instructional models

Vignette:

After completing an action research-based teacher leadership program in which she created and supported an interdisciplinary approach to curriculum in her school, Irene worked with her principal to create a new role for herself as a



hybrid teacher. This year she will teach half of the day and serve as a coach during the other half. This balance will benefit her colleagues as she will be able to invite teachers into her classroom as well as spend time in the rooms of others. Because working with teachers requires her to cultivate an in-depth understanding of how adults learn and to build competency in disciplines other than her own, she has continued to foster her own growth by engaging with colleagues in multiple national professional learning communities. Determined to show how learning from outside her local context has helped her to see the tasks in front of her with fresh eyes, she consistently shares new resources and ideas with the teachers in her building and encourages them to participate with her.

Core Beliefs:

- Teacher learning is interwoven with student learning.
- Teachers must experience new practices and models of learning to implement them effectively.
- Learning is socially constructed and based on prior knowledge and experience.
- Inquiry-based approaches foster growth.

Dispositions:

- Value the work of learners.
- Acknowledge professional expertise.
- Presume positive intent, that all are working in the best interest of students.
- Expect honest and respectful communication and offer it in return.
- Recognize progress made.

Knowledge and Skills:

- Model and promote reflective practice.
- Incorporate coaching models that emphasize inquiry to guide teachers in improving both their practice and student outcomes.
- Create a safe environment for teachers to take risks.
- Develop trusting and reciprocal relationships.
- Support teachers to identify strengths and weaknesses in fostering student learning.
- Consult research on both student and adult learning.
- Understand theoretical frameworks that describe teaching and learning.
- Use community resources to support improved teacher practice.
- Demonstrate interpersonal effectiveness including empathy, warmth and humility that leads to effective collaboration.
- Collect, analyze and use data to support improvement of teacher practice.
- Maximize effectiveness by using technology to collaborate.

Leading Groups and Teams: contributing to positive school change to enhance student learning

May include: Taking a key role in leading school initiatives, working to involve parents and community, facilitating teacher work groups, and encouraging teacher collaboration

Vignette:

After observing a rise in autism spectrum diagnosis in Eastern Kentucky, Sarah, a special education teacher, developed a program to increase working knowledge about teaching kids with autism. She collaborated with researchers at the local university to create a series of professional learning programs that provide teachers with the background knowledge and strategies necessary to teach students on the spectrum. Seeing a need for additional materials to support these best practices, Sarah secured the funds necessary to develop tool kits, work stations, and visual aides to help teachers use these strategies in their classrooms. As part of a master teacher program at an education non-profit organization in the region, she travels to schools in her area to lead training sessions using these tools and maintains a blog where she continues to gather research and to serve as a resource for the teachers she trains.



Core Beliefs:

- Those closest to the classroom should be instrumental in designing and implementing reform strategies based on student needs.
- Collaboration builds collective knowledge and increased effectiveness.
- School-led initiatives take into account local context and needs including those of parents and community members.
- Solutions can be cultivated using the expertise of the faculty.
- Data from a variety of sources inform school improvement efforts, including student perspectives on learning.

Dispositions:

- Honor diverse views.
- Draw inspiration from working in collaboration with others.
- Ensure straightforward and transparent communication.
- Work from a solutions orientation.
- Foster community.
- View setbacks as an opportunity for growth.
- Frame work in relation to student learning and growth.

Knowledge and Skills:

- Model listening, synthesizing and reflecting.
- Manage diverse views and resolve conflict.
- Possess organizational and facilitation skills which consistently move groups toward progress.
- Draw on research, protocols and resources.
- Share responsibility and leadership, serving as catalyst of others' leadership.
- Build and use collaboration norms when facilitating groups.
- Engage in data-driven dialogue.
- Build community in face-to-face and virtual environments.

Leading to Increase Teacher Voice and Influence: working to enlarge teachers' role in decision-making beyond the classroom and in concert with other stakeholders

May include: Participating on school or district leadership team that supports and monitors program implementation; recommending changes in policy and practice; or helping to create career pathways for teachers as leaders who remain in the classroom

Vignette:

Based on a recent faculty conversation about the need for increased one-to-one technology in classrooms, Nicole wrote an op-ed for her local newspaper advocating for increased technology funding in her school district. Nicole's local legislator contacted her to set up a meeting. In response, Nicole obtained administrative permission to generate and distribute a brief online survey to inventory the immediate needs of her fellow teachers. Equipped with the data generated by the survey, Nicole engaged in meaningful dialogue with her legislator about the needs of local schools. Then she distributed her survey across her content association network. With that data in hand and the help of a national teacher voice advocacy organization working in the state, she set up a meeting and presented her findings to a team of legislators from her region.



Core Beliefs:

- There is tangible benefit to teachers and students when they remain in and provide leadership beyond the classroom.
- Improvement efforts honor teachers' perspectives, experiences and ideas.
- Changes in policy and practice are achieved through engaging teachers and other stakeholders.
- Leadership is strengthened when distributed across role groups.
- Teacher leadership grows through intentional, well-defined efforts.

Dispositions:

- Generalize beyond own experiences.
- Honor all perspectives.
- Presume positive intent.
- Value professional expertise.
- Foster community.
- Persevere in difficult situations.
- Think and act flexibly.

Knowledge and Skills:

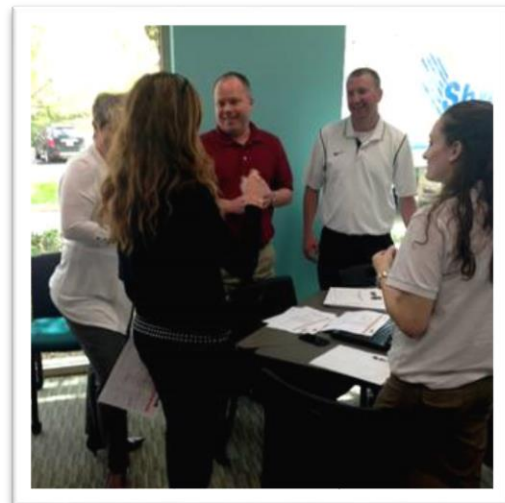
- Articulate a shared vision and goals for student learning.
- Act in an open and transparent manner.
- Anticipate emerging trends to shape school or district decision-making.
- Ask deep, clarifying questions and promote a culture of professional inquiry leading to increased student growth.
- Seek and engage in non-evaluative, reflective dialogue.
- Take initiative to assume leadership roles.
- Uphold highest levels of honesty, integrity and confidentiality.
- Challenge negative attitudes to ensure all students are honored.
- Strive for accountability and sustainability.
- Partner with parents and the larger community on decisions that affect school direction.
- Understand and work to collaborate within systems.
- Facilitate group decision-making using research, data and evidence.
- Use technology to build networks that unite diverse groups and interests.

Leading to Professionalize Teaching: reforming educational systems to create greater opportunities for teachers to learn and lead beyond the local level

May include: Working to foster systems change by serving on a state task force, participating in a regional or national teacher leadership network, or advising institutions of higher education on teacher preparation

Vignette:

Clark's school is participating in a multi-district project designed to learn how teacher leadership can promote faculty growth and student achievement. He serves on the project steering committee, responsible for development of new roles for teacher leaders. With his own teacher preparation program only six years behind him, he is especially interested in how colleges and universities can embed teacher leadership in their programs, so that teacher candidates complete certification with a larger sense of their role which includes the classroom, school, and profession. In data gathering, Clark hears about a national teacher leader network. He becomes an active member, taking advantage of the opportunity to learn about related policies and practices, collaborating with educators around the country, and contributing to a national dialogue on teacher leadership.



Core Beliefs:

- Teachers contribute to new ways of thinking about education reform.
- Teacher participation strengthens state, regional and national efforts to achieve student equity and excellence.
- Teacher networks provide opportunity to learn with and from colleagues across locales.
- As credentialed professionals, teachers are in a unique position to influence their profession.

Dispositions:

- Interested in the bigger picture.
- Attuned to relationships within the school, district and larger community.
- Possesses cultural competence in working with others who have diverse views.
- Is comfortable with risk taking.
- Demonstrates self-efficacy.
- Values honest, courageous communication.
- Shows resiliency.
- Is willing to speak on behalf of colleagues, students and their families.

Knowledge and Skills:

- Seek out and motivate colleagues, including dealing effectively with resistance.
- Focus on authentic and relevant contexts.
- Disseminate information equitably.
- Connect beyond-school experiences to the classroom.
- Use the power of language to communicate ideas and inspire action.
- Draw on emerging trends and research to shape or influence systems.
- Navigate change in the midst of ambiguity and competing demands and interests.
- Work within and across systems.
- Employ skillful advocacy in support of policy.
- Organize communities in support of educational improvement.
- Understand current research and apply data to a variety of contexts.
- Use emergent technologies to maximize time and impact.

Leading to Connect to the Larger Community or World: expanding the world of the classroom beyond the school

May include: Engaging business and industry with the school or district in authentic ways; connecting teachers with broader world including fundraising, outreach, and collaboration with other groups; bringing community resources into the classroom

Vignette:

DaJea teaches in a large urban district in a city engaged in recommitting to developing a competitive and well-educated workforce. To date, the school district has played a small role in city-wide improvement efforts, and DaJea and her colleagues feel that both their school and district are missing an opportunity to contribute to city advancement. In a bold move, she and teachers on her grade-level team email the mayor's office and ask if their school can become a case study for community engagement. They hope to show how community resources can broaden school efforts to prepare students for secondary school, and in turn, how students can design and implement projects that add value to the city. The mayor is intrigued and puts DaJea and colleagues in touch with a cultural arts group that is actively involved in the city's effort to make the arts more visible and enhance the image of the city. What emerges is a project for creating an arts walking tour of existing outdoor art, to which the students will add their own sculptures and murals. Local artists have joined students in DaJea's classroom, making art together and giving her students a window into the process of creating products that have both beauty and purpose.



Core Beliefs:

- Teachers, students and their schools are part of a larger community infrastructure, making collaboration beneficial and necessary.
- An educated citizenry will preserve our democracy, giving everyone in the community a stake in successful schools.
- There is value in working with stakeholders beyond the school, including families and community groups.
- The larger community brings additional talent and resources into the school that can enhance student learning.
- Technology can span distance and connect students and teachers to a larger world.

Dispositions:

- Being open to working with those outside the field of education to achieve common purposes.
- Appreciate diverse views and experiences.
- Able to compromise.
- Willing to admit own limitations and learn from others.
- Recognize patterns and trends.
- Inspire others to support and improve education.

Knowledge and Skills:

- Able to make connections between the work of the school and goals of the community.
- Understand how to work in structures and contexts outside of education.
- Seek resources, information and corporate investment beyond the school.
- Craft and deliver an effective message.
- Work with community stakeholders to garner support.
- Use data effectively to inform goal setting, monitoring and reporting of progress.
- Use technology to connect students with those geographically distant.

Links to Resources:

[Leading from the Front of the Classroom: A Roadmap for Teacher Leadership That Works:](http://www.leadingeducators.org/resource/1413573107000/pubs_2014_oct/AES_LE_Leading-From-the-Front_101614.pdf)

http://www.leadingeducators.org/resource/1413573107000/pubs_2014_oct/AES_LE_Leading-From-the-Front_101614.pdf

[Supporting and Staffing High-Needs Schools:](http://files.eric.ed.gov/fulltext/ED519723.pdf) <http://files.eric.ed.gov/fulltext/ED519723.pdf>

[Teacherpreneurs:](http://www.teachingquality.org/teacherpreneurs) <http://www.teachingquality.org/teacherpreneurs>

[Classroom Coaches Critical as Teachers Shift to Common Core:](http://edsources.org/2015/classroom-coaches-critical-as-teachers-shift-to-common-core/73730#.VUpXzPIVikp) <http://edsources.org/2015/classroom-coaches-critical-as-teachers-shift-to-common-core/73730#.VUpXzPIVikp>

[Finding Your Voice: Teacher Leadership:](http://www.teachingquality.org/content/blogs/jerry-wright/finding-your-voice-teacher-leadership) <http://www.teachingquality.org/content/blogs/jerry-wright/finding-your-voice-teacher-leadership>

[Iowa Teacher Leadership and Compensation System:](https://www.educateiowa.gov/teacher-leadership-and-compensation-system) <https://www.educateiowa.gov/teacher-leadership-and-compensation-system>

[Creating Sustainable Teacher Career Pathways:](http://www.nnstoy.org/download/career_pathways/Final%20updated%20Research%20Report.pdf)

http://www.nnstoy.org/download/career_pathways/Final%20updated%20Research%20Report.pdf

[Teacher Leaders: Leading the Way to Effective Teaching and Learning:](http://www.teachingquality.org/sites/default/files/Teacher%20Leadership-%20Leading%20the%20Way%20to%20Effective%20Teaching%20and%20Learning.pdf)

<http://www.teachingquality.org/sites/default/files/Teacher%20Leadership-%20Leading%20the%20Way%20to%20Effective%20Teaching%20and%20Learning.pdf>

[Hope Street Group:](http://hopestreetgroup.org/) <http://hopestreetgroup.org/>

[Our Future, Our Teachers:](http://www.ed.gov/teaching/our-future-our-teachers) <http://www.ed.gov/teaching/our-future-our-teachers>

[Boston Public Schools Engage Families to Help Turn Schools Around:](http://sites.ed.gov/progress/category/family-and-community-engagement/) <http://sites.ed.gov/progress/category/family-and-community-engagement/>

[The Importance of Community Involvement in Schools:](http://www.edutopia.org/blog/community-parent-involvement-essential-anne-obrien) <http://www.edutopia.org/blog/community-parent-involvement-essential-anne-obrien>