



# Understanding Teacher Leadership 1: Why Become a Leader?

Category: Teacher Leadership

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Teacher Leadership

**Duration:** Full workshop – 3 hours

### Desired Outcomes:

Participants will...

- Understand the need for teacher leadership.
- Identify the defining qualities of shared leadership.
- Examine their own power and influence to lead.

### Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

### Resources in This Binder:

- Handouts:
  - Activity Sheet: Shared Leadership Meter
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



### Main Topics:

1. Defining Teacher Leadership
2. Learning to Share the Load
3. Looking in Our Own Backyard

### Subtopics:

#### 1. Defining Teacher Leadership

- a. Who is a Teacher Leader?
- b. What Do Teacher Leaders Do?
- c. What Else?
- d. Why Do It?
- e. How?
- f. Obstacles to Teacher Leadership

#### 2. Learning to Share the Load

- a. Top Down Leadership
- b. Shared Leadership
- c. Leadership Tools
- d. Shared Leadership Meter

#### 3. Looking in Our Own Backyard

- a. Seven Elements of Capacity-Building Schools
- b. Teacher Outcomes
- c. Extending Your Reach
- d. Quick Write
- e. Where Do We Go From Here?

## Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

| Section of Presentation                                 | Slide # | Timing (mins) |
|---|---------|---------------|
| <b>Getting Started</b>                                  |         |               |
| Introduce self, co-teacher, participants                | 1-4     |               |
| Explain materials issued to participants                |         |               |
| Cover objectives (from Workshop Overview)               | 4       | <b>10</b>     |
| <b>Topic 1 – Defining Teacher Leadership</b>            |         |               |
|   | 5-14    | <b>55</b>     |
| <b>Discussion Point:</b> School Initiatives and Reforms | 9       | (10)          |
| <b>Activity</b> – Think, Pair, Share                    | 13      | (15)          |
| Break   |         |               |
| <b>Topic 2 – Learning to Share the Load</b>             |         |               |
|   | 15-24   | <b>45</b>     |
| <b>Activity</b> – Reading Our Meter                     | 23      | (15)          |
| <b>Topic 3 – Looking in Our Own Backyard</b>            |         |               |
|   | 25-32   | <b>50</b>     |
| <b>Activity</b> – Jigsaw                                | 31      | (25)          |
| <b>Closing Thoughts</b>                                 |         |               |
|   | 33      | <b>5</b>      |
| Total of 2 hours and 45 minutes (not including break)   |         |               |

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**



## Slide 13

**PDXPERT** DEFINING TEACHER LEADERSHIP

- **Teacher Leaders**  
*In what way do teachers in this school already show leadership?*
- **Information Flow**  
*How does information flow from principal to teachers and teachers to principal?*
- **Obstacles**  
*What obstacles slow us down in building teacher leadership in our building?*

**Activity: Think, Pair, Share**

THE MASTER TEACHER

### Activity: Think, Pair, Share

Allow 15 minutes for this activity.

**Instructions:** Have participants pair up. Click to show the first question on this slide. Instruct participants to think about the question and discuss it with their partner for 3-4 minutes. Follow this procedure for the remaining two questions.

As participants discuss, circulate the room and listen for:

- **Teacher Leader “Listen Fors”:** Are only a few roles mentioned or are many roles identified? Is it more mundane tasks like ordering supplies, making the duty schedule, and collecting/disseminating paperwork, or do responsibilities go deeper such as leading discussions about test data, creating rubrics to align grading practices, and planning learning activities around the standards?
- **Information Flow “Listen Fors”:** Does communication flow primarily one way (from the office outward) or is there a two-way loop? Is it primarily teacher leaders who receive information from the principal or do all teachers feel like they hear from the principal? Is staff comfortable approaching the principal with concerns and ideas or do people wait until things fester to bring issues up?
- **Obstacles “Listen Fors”:** Are obstacles self-induced or rooted in the culture? Do teachers view obstacles as something they can control or caused by outside forces? Are their assessments accurate or inflated?

**Debrief Question:** *What did you discover during this conversation?*

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## “Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Make a list of WHAT you do as a teacher leader to benefit our school/students:

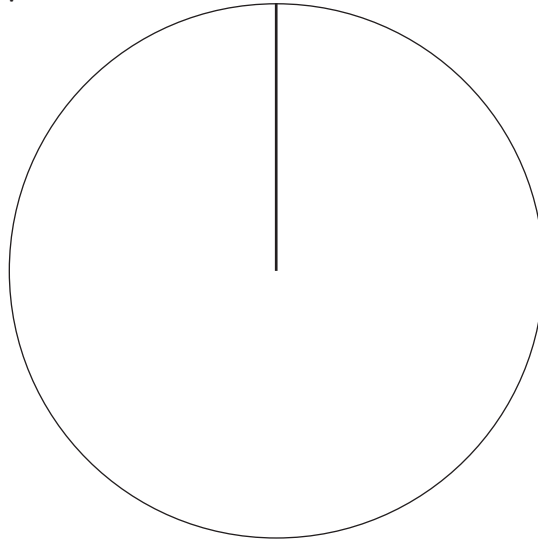
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2. Complete the pie chart to represent the time you devote to each activity on your list:



3. Consider how your involvement has informed your professional practice and/or boosted student achievement:

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