Includes Companion Guides for Teachers and Administrators

Every Teacher a LEADER

Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership

Barbara B. Levin • Lynne Schrum

"This book makes leadership a concrete, identifiable, and attainable goal for any teacher. Furthermore, it provides resources to help nurture and leverage the leadership in one's staff or even in oneself. Teacher leadership is necessary on every campus and in every district."

Heather Wolpert-Gawron, Middle School Teacher and Author, *Writing Behind Every Door*, Los Angeles, CA

"Rather than leadership being held in the office of an administrator, this book shows how more impactful leadership actually resides in the classrooms among the teachers. Levin and Schrum show why teacher leadership is truly the leadership we need in our schools and they lay out a clear path for how to get there."

Josh Stumpenhorst, Teacher, 2012 Illinois Teacher of the Year Lincoln Junior High School, Naperville, IL

Discover the secrets of successful teacher leadership!

Every teacher is a leader in his or her own right. When teachers embrace certain dispositions, knowledge, and skills for leadership, the whole school culture is changed for the better. Whether you're a teacher who's ready to take on new roles or an administrator looking to develop strong leaders, this book is for you.

This practical handbook prepares teachers for leadership roles with specific how-tos for the essential skills they'll need most: running meetings, teaching colleagues, providing feedback, conducting needs assessments, delivering effective professional development, resolving conflicts, employing technology, and more. The book features

- Well-tested content and activities
- Reflective writing prompts
- Scenarios for discussion
- Self-evaluations
- Two companion guides: one for teachers, and one for administrators

When teacher leaders work alongside school leaders, the effect on school culture is noticeable. With *Every Teacher a Leader*, you'll implement that change successfully—and improve outcomes for teachers, leaders, and students.

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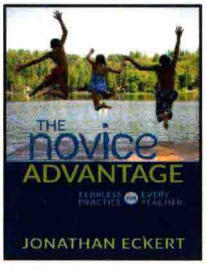

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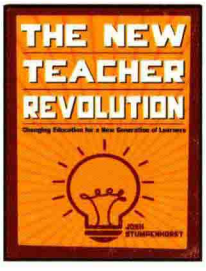

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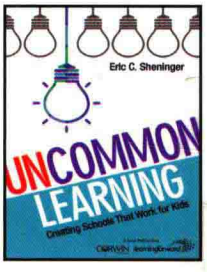

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2455 Teller Road | Thousand Oaks, CA 91320
T: (800) 233-9936 | F: (800) 417-2466
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Barbara B. Levin
Lynne Schrum

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FOR INFORMATION:

Corwin
A SAGE Company
2455 Teller Road
Thousand Oaks, California 91320
(800) 233-9936
www.corwin.com

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1 Oliver's Yard
55 City Road
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United Kingdom

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Every Teacher a Leader

Preface

This preface includes the rationale and purpose for this book, highlights the major themes emphasized throughout, and describes the audiences for whom this book was written. It sets the stage for the concept of teacher leadership, which is so important today, and explains why teacher leaders need to learn and develop the dispositions, knowledge, and skills emphasized in this new book on teacher leadership. It also explains how this book is organized, describes the special features in the book, and details the contents of two online guides for this book—one for teacher leaders and one for school and district leaders.

According to the research literature, ongoing, high-quality professional development (PD) is a key for developing and sustaining teacher leaders (Copeland & Gray, 2002; Crawford, Roberts, & Hickmann, 2010; Jackson, Burrus, Barrett, & Roberts, 2010), so this book provides the content needed to support professional learning focused on teacher leadership. York-Barr and Duke (2004) found that teacher leaders grow in their understanding of instructional, professional, and organizational practice as they lead. To support every teacher in becoming an effective leader, the content in this book is useful for both prospective and current teacher leaders, whether they have formal or informal roles and responsibilities as teacher leaders.

WHAT IS THE RATIONALE FOR THIS BOOK?

Current books about teacher leadership address this topic rather generically, or they are actually about developing school leaders (e.g., principals, assistant principals, department chairs), not other opportunities for teacher leadership. Therefore, one goal of this book is to address specific dispositions, knowledge, and skills needed by teacher leaders. It is one thing to understand what teacher leadership is all about, which we discuss in the opening chapters, but quite another thing to learn what is needed to become an effective teacher leader. This is our rationale for offering a content- and skills-driven book about teacher leadership for those who want to become teacher leaders, learn more about teacher leadership, or for school or district leaders who wish to help others develop the needed dispositions, knowledge, and skills for successful teacher leadership. Therefore, the audience for this book includes

current and future teacher leaders as well as current and future school and district leaders. It is our strong belief that both groups must understand the complexity, challenges, and benefits of strong partnerships between administrators and teachers if our schools are to be as successful as possible. Another audience includes higher education faculty who are preparing future teacher leaders, as well as future school leaders who will be ready to embrace and leverage teacher leadership in their schools.

Successful teacher leaders can make positive differences in their schools and districts by taking on many important roles and responsibilities—either formally or informally. No single administrator can manage everything needed in today's schools on his or her own. Encouraging teacher leaders to contribute to the good of the whole leads to a positive school culture because everybody is working together. Therefore, another rationale for this book is to advocate for teacher leadership and to help prepare more teachers to take on leadership roles. When this is accomplished, we believe school and district leaders will see a change in both culture and productivity because teacher leaders are active in helping improve education for all children. Ultimately, we believe increased opportunities for teacher leadership will lead to better teacher retention, which ultimately benefits both learners and teachers as well as school and district leaders and the wider community.

WHAT IS THE PURPOSE OF THIS BOOK?

Our intention is to broaden and deepen the concept of teacher leadership by detailing what teacher leaders can and should know and be able to do. In doing so, our goal is to empower current and future teacher leaders! We accomplish this by articulating and elaborating the dispositions, knowledge, and skills that teacher leaders need to learn and be able to do to survive and thrive in today's schools. Our assumption is that individuals are not necessarily born to be leaders, and certainly not genetically programmed; further, they do not have to be designated by "others" to lead! Instead we believe that teacher leaders can learn how to lead with encouragement, new knowledge, skill building, guidance, and encouragement as they find their niche—first in their classroom, then in their school, and ultimately in their district, community, and beyond. In other words, the main purpose of this book is to share what teachers should learn so they can develop into successful teacher leaders, because we believe that every teacher can be a leader.

Teacher leaders can learn how to lead with encouragement, new knowledge, skill building, guidance, and encouragement as they find their niche—first in their classroom, then in their school, and ultimately in their district, community, and beyond.

The teacher leadership literature reports that advocacy, empathy, questioning, vision creating, collaboration and networking, which we advocate, should characterize

teacher leaders' skills. The literature also says teacher leaders must be disposed to take risks, be persistent, challenge existing practices, feel a sense of efficacy, and be resilient (Katzenmeyer & Moller, 2009). We agree that these and other dispositions are important for teacher leaders to display. For these reasons, this book not only identifies specific knowledge and skills that teacher leaders need to develop, but it also addresses the dispositions needed by teacher leaders if they are going to be successful.

In our experience working with teacher leaders, we see that many teachers think leadership is not about them, or not for them. They think that if they have not yet been appointed to formal positions as grade level or department chairs, or are not currently serving on their school improvement committee, they are not teacher leaders. Many teachers we know simply feel they do not yet have enough experience to be considered a leader, although we do not equate leadership with years of experience. In other words, some teachers fear that others will not acknowledge them as leaders because they are not veteran teachers or have not been formally named to leadership positions. Other teachers are stymied because the roles and responsibilities of teacher leaders are typically ill defined, are not always recognized, and in the past have not always been supported by formal leaders in their schools and districts—principals, curriculum facilitators, department chairs, lead teachers, and so on. Conversely, many teacher leaders are asked to lead without any formal skill development about aspects of leadership that they want and need to take on leadership roles (Katzenmeyer & Moller, 2009; York-Barr & Duke, 2004). This book provides those skills, as well as the knowledge base and dispositions needed by teacher leaders, because we believe that *teacher leaders can make a real difference in schools today.*

WHAT ARE THE MAJOR THEMES OF THIS BOOK?

The title of this book encompasses our major themes: *Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership.* The overarching theme for this book is "every teacher a leader" because we strongly believe that every teacher can be a leader. Related themes include the dispositions, knowledge, and skills needed to be a successful teacher leader. Dispositions are those needed by teacher leaders who are inclined to act as one who is ethical, self-efficacious, positive, flexible, supportive, caring, and a risk taker, among others. Skills needed by teacher leaders are those often considered to be soft skills or people skills. The skill-based themes in this book include the importance of good communication, relationship building, collaboration, teamwork, problem solving, critical thinking, and conflict resolution, among others. Much of what teacher leaders need to learn stems from self-knowledge, which makes the development of metacognitive thinking another theme in this book. A final theme is that a teacher leader is not something one is; rather, teacher leadership is something that can be

Becoming a teacher leader is not something one is, but something that can be learned.

learned. In other words, teacher leadership is not a personality trait. Leadership, we believe, can be developed by acquiring new knowledge, practicing new skills, and exercising appropriate dispositions.

WHO SHOULD READ THIS BOOK?

The content of this book is straightforward, practical, and immediately applicable to anyone wanting to be a successful teacher leader or hoping to encourage teachers to become teacher leaders. The audiences for this book include teachers who seek leadership roles, professional development leaders, school and district administrators, and teacher preparation faculty. All these groups have a stake in developing teachers as leaders at either the in-service or preservice level.

Professional educators responsible for professional learning can use this book as a resource for planning their own efforts to develop teacher leaders and/or as a textbook for groups of teachers to work through as they learn to become teacher leaders. School and district administrators can use it to better understand what it takes to foster teacher leadership in their schools and districts. Then they can recommend this book to their department chairs, team leaders, Professional Learning Community (PLC) leaders, curriculum facilitators, and lead teachers for their own professional learning. School and district leaders may also use it as a book club selection for groups of current or prospective teacher leaders learning more about teacher leadership either within a school or across schools in a district.

Teachers, both novice and experienced, who are interested in leadership will find this book very readable and will benefit from the content knowledge and skills, as well as the scenarios, activities, self-assessments, and the many reflection and discussion questions included in this book. While teachers may read this book on their own, we suggest sharing it with other potential teacher leaders in their schools because it can be a catalyst for thoughtful discussions. With this in mind, teachers in PLCs could use this book as a source for both discussion and action.

This book can be used in college and university courses for teachers and administrators, including the growing number of postsecondary institutions developing degrees and certificates in teacher leadership in both online and face-to-face formats. Teacher education faculty will find this book to be an ideal textbook for classes about teacher leadership at either the preservice or in-service level. Another audience for this book is university-based leadership faculty who can recommend this book as a supplementary textbook or a book club choice for current and future leaders—principals, assistant principals, central office personnel, and superintendents. This book will be especially valuable in programs that espouse transformative, distributed, or instructional leadership, as discussed in Chapters 1 and 2. Another audience for this book is alternative licensure programs such as Teach for America that

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prepare their recruits to be teacher leaders from the very start. We are also hopeful that state departments of education will consider more formal recognition of teachers as leaders through certification or other formal ways after reading this book.

HOW IS THIS BOOK ORGANIZED?

Chapter 1 begins with definitions of teacher leadership and a brief history of the four waves of teacher leadership. Models for school leadership are defined and connected to teacher leadership. Examples of how teachers are currently leading are provided, and the kinds of roles and responsibilities that teacher leaders take up either formally or informally are included. The research base for teacher leadership is covered briefly, and the Teacher Leadership Model Standards are included (see www.teacherleaderstandards.org).

Chapter 2 addresses how we can and should develop and promote teacher leadership. Best practice and models of leadership, mentoring, and coaching that support teacher leaders are described. We also identify obstacles that hinder successful teacher leadership as well as what supports teacher leadership today. To address the constraints on teacher leadership, we include ways to engage and reward teacher leaders.

Chapter 3 focuses on dispositions, ways to establish a vision and goals, and assessing readiness and self-efficacy for teacher leadership. Several opportunities for personal assessment and self-analysis are included in this chapter. Activities, scenarios, and additional resources are included for this and every chapter in the online guides for this book. These are offered to help readers reflect on the dispositions, visions, and goals needed for teacher leadership.

Chapters 4 and 5 address the knowledge base needed by teacher leaders. Chapter 4 focuses on the kinds of self-knowledge teacher leaders need and ways to help teacher leaders uncover important knowledge about themselves. Other basic knowledge includes understanding adult learners and their needs and knowing how teachers develop throughout their careers. In addition, understanding how teachers can develop metacognitive thinking about teacher leadership is also important knowledge addressed in this chapter.

Chapter 5 addresses additional kinds of knowledge that teacher leaders need to have about schools and districts as systems and knowledge about education policy. We also discuss why knowledge of culturally responsive parent involvement is also important knowledge for teacher leaders. How to conduct teacher research, which is crucially important for developing as a teacher leader, is introduced in this chapter and extended with a step-by-step account of how to conduct teacher action research in Appendix B. Additional activities, scenarios, and resources to help readers reflect on and practice the knowledge base needed for teacher leadership are found in the online companion guides.

Chapters 6 and 7 address numerous skills needed by teacher leaders. Chapter 6 addresses core interpersonal skills: communication, group facilitation, time management, digital literacy, and conflict resolution. Chapter 7 focuses on additional interpersonal skills as teachers take on roles and responsibilities related to leading professional development, writing grants, and advocating for their fellow teachers and education as a profession. Activities, scenarios, and additional resources to help readers reflect on and exercise skills needed for teacher leadership are found in online guides for teachers and teacher leaders and for school and district leaders.

Chapter 8 includes information about the future of teacher leadership and projections about what schools full of teacher leaders could accomplish. Suggestions for how school and district leaders can support teacher leadership are included in this chapter. In addition, two potential agendas with suggested activities for professional learning opportunities around teacher leadership are provided.

Three appendices complete the book. Appendices A and C can be used for self-evaluation and to gather data from others about readiness for teacher leadership. Appendix B is a step-by-step guide to conducting teacher action research, which we think is a key activity with which teacher leaders should be engaged.

WHAT SPECIAL FEATURES ARE IN THIS BOOK?

Special features embedded in this book include several self-evaluations, lists of information, tips for teacher leaders, and numerous suggestions for activities to practice the dispositions, knowledge, and skills that teacher leaders need to develop. All chapters include an opening dialogue written from the point of view of a teacher leader beginning to think about teacher leadership and a school leader seeking to promote teacher leadership. Quotes from teacher leaders we have worked with are included to provide authentic voices of teachers who were learning to be teacher leaders or already leading in their classrooms and schools.

The companion website for this book hosts two guides, which are provided for those working with teachers who want to be leaders. One guide contains activities for current or future teacher leaders to use, and the other is for school and district leaders who are mentoring teacher leaders. These guides include all the activities described in the chapters as well as additional activities, questions for reflection and discussion, supplemental readings, scenarios to discuss, and copies of various self-assessment surveys in the book. The self-assessment surveys from Appendix A and C are duplicated in these guides, and permission is granted to duplicate these and any of these materials in these guides to use with anyone striving to be a strong teacher leader. (See https://resources.corwin.com/everyteacheraleader.)

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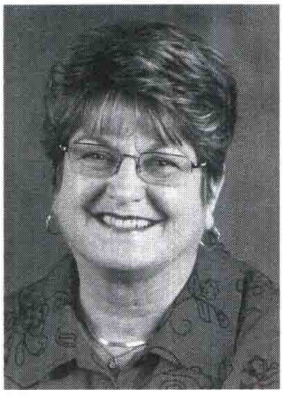
Manoa Elementary School
Honolulu, HI

Sue Kessler
Executive Principal
Metro Nashville Public Schools
Hunters Lane High School
Nashville, TN

About the Authors



Barbara B. Levin has been a professor in the Department of Teacher Education and Higher Education at the University of North Carolina at Greensboro (UNCG) since 1993. She was an elementary school teacher for 17 years before earning her PhD at the University of California-Berkeley. Dr. Levin served as the Director of the Teachers Academy at UNCG, assistant department chair, and director of graduate studies. She was awarded the first Mentoring-Advising-Supervising (MAS) Award in the School of Education at UNCG. Dr. Levin also served as an Associate Editor for *Teacher Education Quarterly* for 8 years, and was co-PI on a 5-year, $1.4 million National Professional Development grant from the Department of Education called TESOL for ALL. Her research interests include: understanding how teachers' pedagogical beliefs develop across their careers; case-based teaching; problem-based learning (PBL); universal design for learning (UDL); and leading, teaching, and learning with technology. Dr. Levin has published eight books and over 40 articles in well-respected research journals.

Lynne Schrum is Dean of the Abraham S. Fischler College of Education at Nova Southeastern University, Ft. Lauderdale, FL. Previously, she was the Dean of the College of Education and Human Services at West Virginia University. Prior to that, she was a professor and coordinator of elementary education in the College of Education and Human Development at George Mason University. Her research and teaching focus on preparing teachers for the 21st century, appropriate uses of information technology, and leadership in a digital world. She has written 11 books and numerous articles on these subjects; the most recent is *How 2, Web 2: How to for Educators*. Schrum served on AERA's Council, was editor of the *Journal of Research on Technology in Education (JRTE)* (2002–2012), and is a past president of the International Society for Technology in Education (ISTE).

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