

**TEACHER LEADERSHIP IN HIGH SCHOOLS:
How Principals Encourage It
How Teachers Practice It**



Institute for Educational Leadership

with support from

MetLife Foundation

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EXECUTIVE SUMMARY

Teacher leadership plays a significant role in the professional culture of many schools across the country, according to principals who value it. This is the major conclusion from a survey and telephone interviews conducted by the Institute for Educational Leadership (IEL). While limited in scope, the study confirms the contributions of teacher leadership and provides a picture of how principals rely on teacher leadership teams. It also suggests how current practices can spark further conversations and research to more fully develop and institutionalize teacher leadership, a practice that offers substantial potential to improve our schools.

The study is a further step in almost a decade of study by IEL on education leadership issues. From an initial national survey of high school principals, IEL identified 76 high schools where teacher leadership has taken root. A smaller subset of principals and teachers from these schools participated in telephone interviews to confirm and provide stories about teacher leadership.

The study found teacher leadership in various school settings—from large, urban districts with many high schools to small, one-school districts in rural areas. Principals in the identified schools reported that they believe in collaboration and try to foster an environment in which teachers can lead. Teachers confirmed principal support and, as a result, increasingly are involved in a variety of roles and taking on responsibilities once thought to be the sole province of administrators.

Though not necessarily about power, teacher leadership is about shared influence. Teacher leadership requires teachers to have access to and an impact on decision-making structures. These structures exist at several levels—the classroom, the school and the district. The leadership documented in the IEL study is strongest at the classroom level, moderate but promising at the school level, and nonexistent at the district level. While proving its worth in the schools IEL studied, teacher leadership has a long way to go.

The data illustrate that principals in these schools generally provide the conditions in which teacher leadership can emerge and that teachers are making extraordinary efforts to be active participants in the leadership of their school. Though the evidence of teacher leadership from this small sample of schools is promising, in the absence of a supportive policy framework that fosters empowering educators, the onus still rests on principals and teachers to individually create change.

This study, funded by the MetLife Foundation, provides evidence that the movement to instill teacher leadership is in need of support and further development. To start that process, IEL proposes questions that policymakers at all levels should consider in order to promote teacher leadership that is meaningful and enduring. ❖

“Within every school, there is a sleeping giant of teacher leadership that can be a catalyst to push school reform.... By using the energy of teacher leaders as agents of school change, the reform of public education stands a better chance to succeed.”

—Marilyn Katzenmeyer and Gayle Moller, 2001

ACKNOWLEDGEMENTS

The Institute for Educational Leadership’s (IEL) seminal report on teacher leadership in 2001—*Redefining the Teacher as Leader*—lamented the status of teacher leadership, and noted that our nation was squandering major resources for leadership and reform: the experience, ideas, and capacity of the nation’s school teachers to lead. As our nation continues to focus on teacher quality (by addressing such issues as subject matter competency, compensation and retention), IEL is striving to increase the knowledge base on and heighten awareness of teacher leadership and its importance to improved education outcomes.

This next report is IEL’s effort to help “sharpen the picture” of teacher leadership in high schools, and is part of the broader vision of leadership that is the major focus of IEL’s work: leadership for improved student learning and development. Our 44+ years of experience in developing and supporting leaders informs this vision of leadership: culturally competent leaders who have the capacity to influence organizations and systems, and to develop partnerships with diverse stakeholders—inside and outside the school—in order to support the development of all young people.

Producing reports like this is not a solo undertaking. IEL is indebted to the MetLife Foundation for its ongoing commitment to improving the teaching profession and the work lives of teachers, and for the support that enabled IEL to take a closer look at teacher leadership in high schools. Our partnership with the National Association of Secondary School Principals (NASSP) was central to the study. It provided direct access to the principals of Breakthrough High Schools, and invited interested principals to offer their perspectives on such questions as, “who runs your school?” The 16-member MetLife Task Force on Teacher Leadership in High Schools (listed on page 22) served as a collective “critical friend,” reviewed drafts of the report, and provided feedback. Lastly, James P. Spillane—the Spencer T. and Ann W. Olin Professor, Northwestern University—provided guidance as IEL crafted the survey. Sarah Manes served as the Senior Researcher and was the primary author of the report.

One result of this report is to give voice to lingering questions about teacher leadership, in some cases about where that leadership is most focused (e.g., the classroom) or most notably absent (e.g., in working with families and in communities). We invite decision makers at all governance levels to join in a serious conversation about the policies and programs that would help to ensure that the practice of teacher leadership—inside and outside the school—becomes more widespread. Given that a new generation of teachers is now entering the profession, we believe it is urgent that these discussions begin now. Please contact us if you would like to be a part of that conversation.

Elizabeth L. Hale
President

TEACHER LEADERSHIP IN HIGH SCHOOLS: How Principals Encourage It and How Teachers Practice It

Teacher leadership is emerging as a critical component of high school reform. This is the major conclusion of the most recent analysis of school leadership by the Institute for Educational Leadership (IEL), which has been investigating and reporting for almost a decade on ways to improve leadership for student learning.

IEL launched the School Leadership for the 21st Century initiative in 2000. Its studies, surveys, and analyses document dramatic challenges facing schools and identify why school leadership needs to be transformed. Through four reports on Leadership for Learning, IEL has called for these substantial changes:

- ◆ Reinvent the principalship
- ◆ Redefine teachers as leaders
- ◆ Recognize the role of states
- ◆ Restructure school districts.

IEL's initial call to redefine the teacher as leader was based on the work of the Teacher Leadership Task Force. That Task Force's report, *Redefining the Teacher as Leader* (IEL, 2001), emphasized that teacher leadership is not about “teacher power.” Rather, “it is about mobilizing the still largely untapped attributes of teachers to strengthen student performance at the ground level.” This can happen through “real collaboration—a locally tailored kind of shared leadership—in the daily life of the school.” The Task Force also found a noticeable lack of respect for teachers. Their profession is viewed as anything but “a vital part of the policy-framing and—governing processes.” Most teachers, the report pointed out, “have little or no effective representation in the key organizational, political, and pedagogical decisions that affect their jobs, their profession, and, by extension, their personal lives.” More importantly, the report lamented that the resources for leadership and reform among teachers—their experience, ideas, and skills—were being “squandered.”

These findings echoed many of the same sentiments reported earlier in the MetLife 2000 Survey of

the American Teacher. It reported that many secondary school faculty members felt alienated. Substantial numbers believed they were “left out of things going on around them at their school,” or that “what they think doesn't count very much at their school.”

This document, IEL's second study on teacher leadership, focuses on how principals foster teacher leadership in high schools. In 2006, the MetLife Foundation provided funding for IEL to support a new initiative, the MetLife Task Force on Teacher Leadership in High Schools. Although its study is limited in scope, the MetLife Task Force has identified a group of high schools where principals support teacher leadership, and where teachers are taking on new leadership roles and responsibilities. These schools provide a better understanding of two issues: 1) the conditions that foster teacher leadership and 2) the different roles that teachers can assume. The study focuses on the perspective of principals, because they sit atop the traditional power structure and control access to decision-making in a school.

Engaged educators are central to the reform of high schools. The National High School Alliance, an IEL-based partnership of 50 organizations working to transform high schools for all youth, cites the empowerment of educators as one of the six principles needed to transform traditional, comprehensive high schools into schools that foster high academic achievement,

“A social science department—in the only high school in a smaller city—organized itself for weekly meetings to discuss school-related issues as well as current issues within the field. They share relevant research and news.”

—MetLife Teacher Leadership Survey
Teacher Interview, 2007

close the achievement gap, and promote civic and personal growth in all high school age youth. Without strong teacher buy-in, according to the Alliance, “successful high school reform in support of better student outcomes is simply not possible” (IEL, 2005).

What is teacher leadership?

Teacher leadership has historical roots that run deep and confirm that the norms of collegiality and collaboration are significant to quality teaching, the instructional climate, and student achievement. Though the concept is not new, Smylie & Denny (1990) assert that “what is new are the increased recognition of teacher leadership, visions of expanded teacher leadership roles, and new hope for the contributions these expanded roles might make in improving school.”

Redefining leadership in schools is central to understanding its impact on student outcomes. Current research calls for moving away from the traditional administrative hierarchy towards a more distributed model of leadership. The research describes a type of teacher behavior that reaches beyond classrooms to create the climate and the organization necessary for learning. The behavior is not so much an act of instruction as an act of leadership essential to the whole school, which Spillane, Halverson, and Diamond call “distributed leadership” (Spillane et al., 2001). Their evolving description of distributed leadership is: “that

[leadership] which is stretched over people (leaders and followers) and place.” It also has been defined as “an emergent property of a group or network of interacting individuals, contrasting it to conceptions of leadership that focus on the actions of singular individuals” (Bennett et al., 2003).

This study used a definition of teacher leadership drawn from a meta-analysis of teacher leadership research since the early 1990s by York-Barr and Duke (2004):

“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. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development.”

They contend there are recognizable conditions that must exist for teacher leadership to develop. These conditions mirror the theory behind distributed leadership, and provide a framework that covers School Culture and Context, Roles and Responsibilities of Teachers, and the Structural System of the School. Within each of these categories there are individual conditions that, when occurring simultaneously, allow teachers to act in leadership roles. (See Table 1.)

TABLE 1. Conditions for Teacher Leadership

School culture & context	<ul style="list-style-type: none"> • Schoolwide focus on learning, inquiry and reflective process • Encouragement for taking initiative • An expectation of teamwork and shared responsibility, decision making, and leadership • Teaching professionals valued as role models • A strong sense of community among teachers that fosters professionalism
Roles & responsibilities	<ul style="list-style-type: none"> • Colleagues recognize and respect teacher leaders who have subject-area and instructional expertise • High trust and positive working relationships exist both among teacher peers and with administrators • Teacher leadership work central to the teaching and learning processes (as opposed to administrative or managerial tasks) is routinely assigned • Interpersonal relationships between teacher leaders and the principal flourish
Structures	<ul style="list-style-type: none"> • Provision of adequate access to materials, time, and space for activities that facilitate teacher leadership (ex., professional development)

York-Barr and Duke's definition of teacher leadership is consistent with IEL's guiding principles about developing leadership that knows learning and development, that can cross boundaries, and that influences organizations and systems. The York-Barr and Duke definition of teacher leadership and their framework of conditions necessary for the development of teacher leadership was used to build the conceptual framework for this study.

Seeking out teacher leadership

IEL identified 76 schools in which teachers are playing vital leadership roles. Using a large, national survey and interviews with a smaller subset of teachers and principals, IEL found schools where teacher leadership is practiced, identified what teachers are doing as leaders, and documented the many ways in which principals foster that leadership.

Almost 300 principals responded to the MetLife Task Force on Teacher Leadership Survey (MTL Survey), a voluntary survey about teacher leadership in high schools. Three criteria, drawn from research about the optimal conditions for the growth of teacher leadership and from recent federal legislation, helped to winnow the data and identify a subset of high schools where teacher leadership was in practice. The criteria were:

- the principal responded that he or she led the school with others
- the presence of a leadership team in the school
- the high schools met adequate yearly progress (AYP), as defined by their states, for two or three years prior to the survey.

The ability to meet AYP was the only quantitative measure of student success and, thus, a critical part of the sample selection. In order to obtain and understand the stories about the practice teacher leadership, IEL staff conducted telephone interviews with principals and teachers in six high schools that qualified for

the final sample, chosen on the basis of diverse demographic characteristics. A final subset of 76 schools met the criteria and was used for the data analysis.

As a benchmark for its own work, IEL used the initial cohort of Breakthrough High Schools (BTHS) for comparisons. These are high schools identified by the National Association of Secondary School Principals (NASSP) as being successful with high-poverty, high-minority student enrollments. In these schools, the student population is at least 50 percent minority, at least 50 percent qualify for free and reduced-price lunch, and at least 90 percent graduate and enroll in postsecondary education. According to NASSP, principals in these schools facilitate professional development for their teachers, encourage staff collaboration, and personalize the learning experience for all students. IEL found that practices in the high schools included in its study are very similar to those found in the highly successful BTHS. Throughout this report, IEL compares the findings from the national survey to those from the survey of BTHS principals.

For a complete description of the methodology, see Appendix A.

"...At the same time, they need to consider distributing leadership tasks beyond just the school leader. The report [*Improving School Leadership: Policy and Practice*] cites a growing body of research that suggests learning improves when teachers and others take on formal and informal leadership responsibilities..."

—Lynn Olson, "Lack of School Leadership Seen as a Global Problem" (*Education Week*, April 16, 2008).

CREATING A PICTURE OF TEACHER LEADERSHIP IN HIGH SCHOOLS

This report documents what IEL learned about how principals support teacher leadership and what it looks like in high schools in which it is practiced. It presents an analysis of the findings, and concludes with questions designed to stimulate conversations about how to encourage and maintain teacher leadership in high schools. The data include responses from the principals of the final sample of 76 high schools, and the interviews with principals and teachers from the six high schools.

The data produced five general conclusions:

1. Teacher leadership is being fostered and practiced in large and small high schools in different parts of the country.
2. Principals are supportive partners.
3. Teachers are doing more than teaching.
4. Teachers become leaders because they recognize a need.
5. Principals, teachers, and students benefit from teacher leadership.

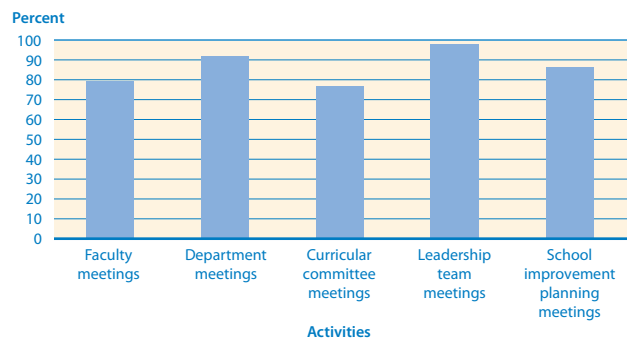
1. Teacher leadership is being fostered and practiced in large and small high schools in different parts of the country.

The MTL Survey found that many of the principals in the study believed in collaboration. When asked, “Who leads your school?” they overwhelmingly replied that they lead their schools in collaboration with others in the school community. This mirrors the NASSP Breakthrough High Schools, where principal leadership sets high levels of expectations for teachers and understands that an effective school depends on leadership from all members of the school community.

Another indicator that teacher leadership is being practiced in these schools is the presence of leadership teams. All 76 principals reported formally involving other staff members in a team designed to oversee, manage, and coordinate instruction. Ninety-seven percent of the principals viewed meeting with the leadership team as important to the work of leading

the school. Principals valued this interaction higher than any of the other activities they were asked about, such as attending department or curricular meetings. (See Figure 1.)

FIGURE 1. Principals’ perceptions of activities important in the work of leading their schools



Forty-two percent of the principals interact with members of these leadership teams in formally scheduled meetings at least once a week; 40 percent report meeting formally a few times per month. Principals meet with their leadership team far more frequently on an informal basis, however, than they do in formally scheduled appointments. About 75 percent report having informal team contacts more than two times per week, while only 5 percent have formal meetings more than two times per week.

The principals in these schools vary in their levels of experience and certification. Two-thirds of the 76 principals in the survey sample hold regular or standard certification; 20 percent have advanced certification. Principal experience ranges from those in their first year of leadership (11 percent) to principals with 33 years in the position, and even one with 22 years at the current school. More than one-third (38 percent) have five or fewer years of experience as a principal. Only three percent had no experience as teachers; more than 50 percent had been teachers for at least 10 years.

According to the data, this collaborative leadership approach occurs across the country, but is more frequent in Virginia, Texas, Michigan, California

and Ohio. It is found in various community settings, from large urban districts with many high schools to small rural districts with one high school. The principals in the data set work in districts that enroll a range of more than 200,000 students to only 350 students, although most districts enroll fewer than 5,000 students. High schools in the survey had as few as 55 students and as many as 3,500; most were in the 1,000 to 1,500 enrollment range. The schools generally included grades 9–12, although a few were grades 8–12 and a few spanned grades 6–12. (See Figures 2 through 4.)

FIGURE 2. Total Students in Sample High Schools

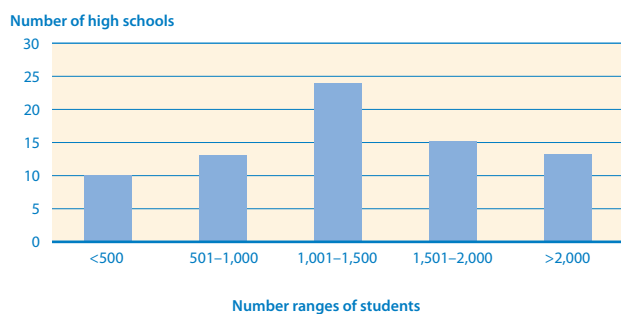


FIGURE 3. Grade Ranges for Sample High Schools

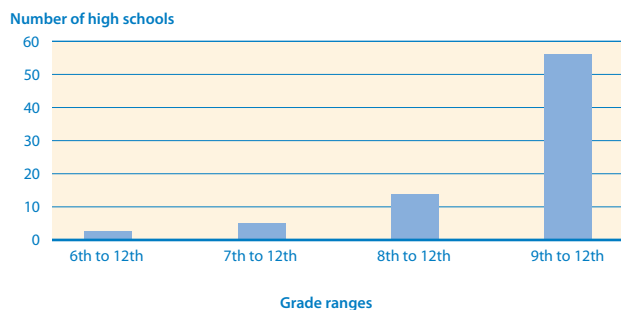
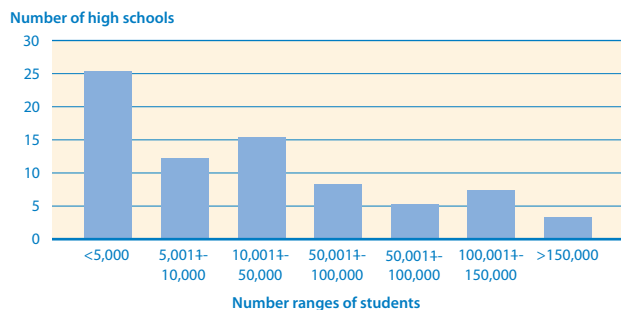


FIGURE 4. Total Number of All Students in Sample Districts



2. Principals are supportive partners.

Principals in both the survey and interviews reported they are working to engage teachers as effective stakeholders, not merely job holders. Teachers in interviews confirm their principals' efforts to foster collaboration and leadership. They appreciate the principals' collaborative attitude about instruction and curriculum and feel comfortable asking for instructional help. They view their principals as visionary instructional leaders who are their partners, rather than their administrative supervisors.

One teacher commented that “teachers need to feel supported,” and once they do, they are better able to address needs they see either within the system or with particular students. According to another teacher, “whoever wants access to leadership, can have it.” When asked about professional development activities, one teacher explained that “the principal takes care of us with anything we need to enrich the experience for students.” For one principal, the mantra is: “Tell me what you need.” Most teachers also reported having autonomy in their classrooms and freedom to use an array of additional instructional resource materials to support student learning.

These principals also make great efforts to develop a sense of connectedness with both teachers and students. In the interviews, principals indicated that they adhere to an open door policy and welcome daily visits from all teachers. Principals also reported that they get out of their offices and into classrooms, not to check up on teachers, but rather to support them. One principal stated, “I like to cultivate trust with my teachers.”

In interviews, principals explained they also use teamwork to create a shared focus on various aspects of the school organization to promote gains in student achievement. These included:

◆ Study of school leadership.

One principal asked all teachers involved in leadership to read *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning* (Schmoker, 2006). The book focuses on better teacher leadership. The teachers now participate in regular discussions about implementing Schmoker's ideas in the school. These teachers also serve as resources to other teachers who are reading and using the book.

◆ Lesson planning.

Teachers at another school are using Understanding by Design (Wiggins and McTighe, 2005). This is a framework developed by the Association for Supervision and Curriculum Development for designing and aligning curriculum, assessments, and instruction. The framework explains that it is more effective and efficient to plan lessons based on “big ideas” rather than on content standards alone. Once an academic goal has been set, teachers plan backwards to set benchmarks. Teachers also are encouraged to use a planning day at the end of a goal for feedback and reflection, assessing the outcomes for the goal. The school provides a substitute for the entire day, and all teachers in the school receive training on the design work.

◆ Transforming old models.

One school partnered with the Institute for Student Achievement to create small learning communities, with the goal of transforming the school into smaller, more personalized learning environments. Through professional development and ongoing training activities, teachers were active partners in supporting the implementation of the model.

Principals also reported they want students to have a sense of belonging to the school community and enthusiasm for learning, rather than passive attitudes. Their belief is that students will be more motivated and engaged when they feel a sense of place.

3. Teachers are doing more than teaching.

In interviews, teachers reported that they increasingly hold roles and are responsible for functions that are not traditionally considered part of their job. They are gaining access to school-level decision making. They serve as resources for other teachers and are also expected to be “go-to people” for the principal. Principals confirmed and elaborated on teacher involvement in leadership functions. The comparison group, the BTHS principals, also confirm this importance. More than 80 percent of the principals in the MetLife Survey reported that teachers in their schools are involved in creating a collaborative work environment; 93 percent of the BTHS principals reported this. Similarly, 72 percent of the MetLife Survey respondents indicated that teachers are involved in building and communicating a vision for their schools; 71 percent of BTHS principals said the same thing. Other indicators of teacher leadership cited by principals included teacher involvement in: setting performance standards for students (66 percent), establishing curriculum (67 percent), determining the content of professional development for teachers (67 percent), and setting discipline policy (57 percent).

While teachers have taken on many new responsibilities, they are still not involved in several key areas of school decision-making. Principals reported much lower involvement of teachers in hiring new full-time teachers (34 percent), deciding how the school’s budget will be spent (37 percent), and evaluating other teachers (5 percent). (See Figure 5.)

FIGURE 5. Roles and Responsibilities of Teachers



Teachers who were interviewed described changes made by their principals to the traditional high school structures, in order for teachers to gain access to leadership roles and responsibilities. The principals were creative with the daily schedule to allow for more concurrent planning time for all teachers within each grade. Teachers also may meet vertically across grades to discuss individual student learning. Teachers in one school develop cross-content, ad-hoc “learning advocacy teams” to address immediate needs of struggling students. Teacher leaders also are more involved in curriculum planning, often working during the summer months at the request of principals.

Teacher accountability in these schools no longer is just about academic achievement. Teachers in one school, for example, informally “adopt” 3–4 students and are responsible for their academic and personal development. They do this, according to one teacher, because they believe in “sacrifice and humility to keep the vision alive.” Similarly, in another school, teachers are informally responsible for helping 10–12 students with any personal issues that arise.

Teachers also report they use data to inform their planning. In addition to test scores, they might look at the results of answers to specific items on tests to focus learning on weak areas. Though tremendously helpful, use of this practice is limited because of time constraints. Teachers in small learning communities make frequent use of data to inform their instruction, identify students in need of support, and design appropriate interventions. These might include on-going reports to parents, extra-curricular learning opportunities, mentoring, guest speakers, and motivational strategies. Teachers in one school participated in a data retreat to learn how to better use data to inform decisions that support student learning.

4. Teachers become leaders because they recognize a need.

Teacher leaders reported they are not satisfied to let the system work without their help. If a student is not challenged or a mathematics department needs retuning, teacher leaders recognize the needs and devise solutions. Teacher leaders believe it is their role to engage students in learning rather than just teach their lessons. It is clear they have common attributes and philosophies that inspire them to be “catalysts

for change.” Generally, they believe in modeling and leading by example. Though they do not tend to think of themselves as leaders, they know they must be willing to be “out front” in order to be effective and create change. Some teachers use special training on engaging students; others develop their own strategies, usually working with colleagues. Teacher leaders feel responsible for their students’ success—academically, socially, and emotionally.

Teachers who were interviewed had varying levels of experience, from 7–28 years in the classroom. What did not vary was the level of preparation. All of the teachers had subject-level certification and expertise. Many were certified in several areas, and some had multiple graduate degrees.

It is generally agreed that high schools focus on subjects and content areas, while elementary schools focus on students. As a result, the practice of teacher leadership is different in high schools. Teachers reported that traditional education systems in high schools act as barriers to teacher leadership. An unspoken code of conduct discourages professional initiative among teachers; and those who go against this code can be seen as a threat by some colleagues. This issue is particularly acute for high schools, institutions generally characterized by deeply entrenched, hierarchical systems.

5. Principals, teachers, and students benefit from teacher leadership.

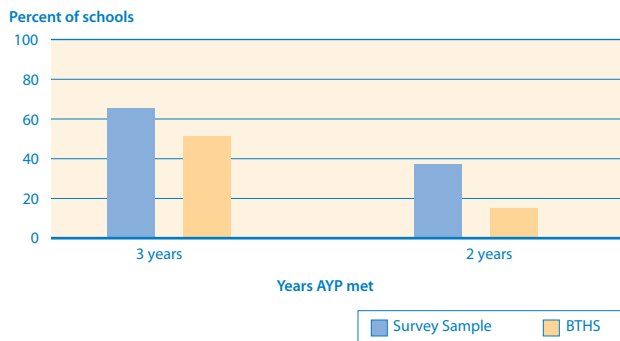
As documented by the research on distributed leadership, teacher involvement outside of the classroom benefits the whole school. Principals benefit from teacher leadership because they have a committed group of stakeholders working for improved student success in their schools. As all of the principals reported in the interviews, they view their teacher leaders as vital members of their administrative teams. Without the involvement of teacher leaders, the principals and their schools would not be as successful. Teachers also benefit. Their teamwork and their efforts beyond the classroom create a sense of ownership and community, which leads to better working environments.

Most importantly, students benefit from teacher leadership. Although AYP is an imperfect measure of student success, all of the schools in the survey sample

met AYP for either two or three years prior to the survey. Thirty-four percent met AYP for the two years before the survey; 66 percent met AYP for three years. The MetLife Survey group actually scored higher than the BTHS group; 50 percent of those schools met AYP for three years. (See Figure 6.*)

* The percent for the BTHS does not total 100 since some of those schools had only met AYP for zero or one year.

FIGURE 6. Schools Meeting AYP for Academic Years 2004–5 and 2005–6



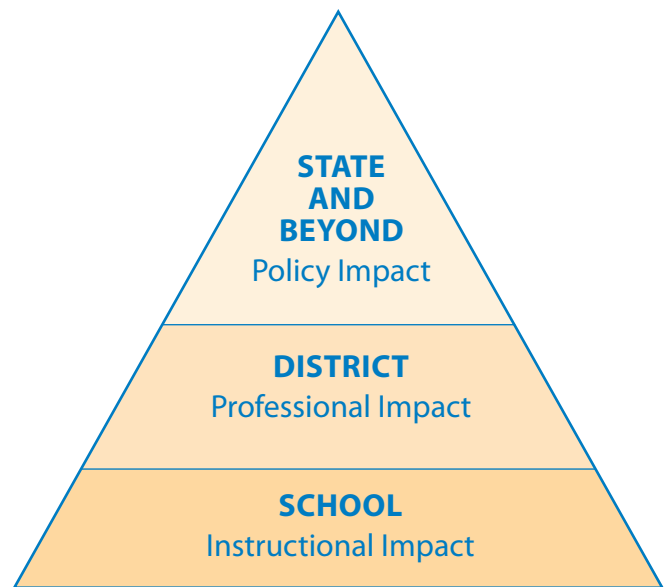
Looking only at AYP does not provide a comprehensive measure of student progress. As the research illustrates and current national conversation reflects, it is important to consider other indicators such as graduation rates, college-going rates, and student disciplinary infractions. One teacher recommended looking at any relationship between teacher attendance and teacher leadership. Noting that teachers in her school rarely take days off, she suggested that there may be a definable relationship between teacher attendance and student outcomes.

“A teacher in a school of more than 1,400 students developed professional learning communities within her department. For the first time, teachers began sharing ideas for standards, benchmarks, and best practices. Now, other departments in the school are interested in replicating the model. She cited the principal’s support as critical to the success of the effort.”

—MetLife Teacher Leadership Survey
Teacher Interview, 2007

How much teacher leadership is enough?

The York-Barr and Duke (2004) definition of teacher leadership that anchors this study suggests that there are three different levels of influence within an education system—fellow teachers, principals, and people at other schools across a district. A framework developed by Terry Dozier, a MetLife Task Force member and Director of the Center for Teacher Leadership at the Virginia Commonwealth University School of Education, refines this idea, asserting that teacher leadership can be measured on three levels, thus showing where leadership is strongest and identifying training needs. The definition also suggests that leadership is not static. It requires dynamic movement and development at all levels. Dozier’s framework illustrates this through a pyramid (see below).



The Dozier framework shows the scope of the impact of teacher leadership at each level. At the school level, at the lowest level of influence, teachers directly affect students in their classrooms. At the district level, teacher leaders work with their colleagues to produce better outcomes for all students in the school. At the state level and beyond, teachers advocate for positive policy changes.

By looking at the roles and responsibilities assumed by teachers and matching them to the levels of impact, IEL can identify the levels where teacher leadership is more prevalent and, conversely, can identify levels where teacher leadership is lacking.

Table 2 outlines the essential roles and responsibilities of teacher leaders from 1986–2008. It identifies 20 years of research on teacher leadership and documents that teacher leadership has been focused primarily at the school level. The table shows the evolution of thought regarding areas where teacher leadership is necessary, becoming more specific and more role-oriented than task-oriented—but remaining school focused. Two decades ago, the Carnegie Task Force stated that teachers should be involved in developing operational policies and procedures.

In 2007, ASCD specifically articulated the need for teachers to take on those tasks by being school leaders and catalysts for change. This is a new role that does not appear in the other lists and crosses over into a district-level influence.

As mentioned before (see Figure 5), the analysis of principals' responses highlighted four areas where teachers were less involved: evaluating teachers, hiring new full-time teachers, setting discipline policy, and deciding how the school's budget will be spent. Yet, these are specific tasks that affect the entire school.

TABLE 2. Roles & Responsibilities of Teachers

Source	School	District	State & Beyond
Carnegie Task Force on Teaching as a Profession (1986)	<ul style="list-style-type: none"> • Set performance standards • Frame a curriculum • Establish a school mission 	<ul style="list-style-type: none"> • Develop operational policies and procedures 	
Roland Barth, Harvard Principal's Center (2001)	<ul style="list-style-type: none"> • Choose textbooks and instructional materials • Shape the curriculum • Design staff development and in-service programs • Set standards for student behavior • Decide whether students are tracked into special classes • Decide school budgets • Evaluate teacher performance • Select new teachers • Select new administrators 	<ul style="list-style-type: none"> • Set promotion and retention policies 	
Cindy Harrison & Joellen Killion, Ten Roles for Teacher Leaders, Educational Leadership (2007)	<ul style="list-style-type: none"> • Resource provider • Instructional specialist • Curriculum specialist • Classroom supporter • Learning facilitator • Learner • School leader • Mentor • Data coach 	<ul style="list-style-type: none"> • Catalyst for change 	<ul style="list-style-type: none"> • Catalyst for change
MetLife Task Force on Teacher Leadership in High Schools Survey (2008)	<ul style="list-style-type: none"> • Establish curriculum • Set performance standards • Serve on leadership team • Create a collaborative work environment • Build and communicate a vision for the school • Determine content of professional development • Evaluate teachers • Hire new full-time teachers • Decide how the school's budget will be spent 	<ul style="list-style-type: none"> • Set discipline policy 	

Policymakers continue to pay little, if any, attention to teachers' knowledge in the development of education policy. "Our culture underestimates teachers—not only the complexity of their work, but also their potential to contribute substantively to the dialogue about school reform" (Berry, et al., 2007).

The results of this study show that opportunities for teachers to be involved on the district level are still very limited. The processes of district and state level education policies vary, and sometimes principals do not have access to decision-making structures. In some districts, for example, certain tasks such as curriculum development or discipline policymaking take place at the district, not the school level. Therefore, the placement of the roles and responsibilities arrayed in Table 1 is based on a generalized understanding of the ways in which schools and districts operate.

The ultimate goal of teacher leadership

There is general research agreement that leadership has a significant impact on student learning. And, "although the empirical evidence is limited, research suggests that teacher leaders can help other teachers to embrace goals, to understand the changes that are needed to strengthen teaching and learning, and to work together towards improvement" (Leithwood and Riehl, 2003). Ideally, effective teacher leadership results in better student outcomes.

A recent publication from the National Commission on Teaching and America's Future states, "We must expand our understanding of the educational leader beyond the traditional authority figure of the principal. . . . Instead we must consider new types of instructional

leadership within various educational contexts, such as teacher leaders" (Schneider and Zigler, 2007). BTHS provide solid examples of how principal support and teacher leadership can lead to measurable results, such as post-secondary attainment as high as 90 percent. BTHS high school principals have confirmed that promoting staff collaboration and growth were some of their key strategies in improving results for students (Hale and Rollins, 2006).

Being effective necessarily means that everyone in a school participates in the decision-making process and is accountable for student achievement. As the National High School Alliance concludes in *A Call To Action* (IEL, 2005), empowered educators and accountable leaders are two of the core principles necessary for creating enduring change in high schools. Not only is teacher leadership basic to school success, it can also be used at the district level to develop policies and practices that create the right conditions for learning across a district.

This study was not intended to be comprehensive. Rather, it was to take the next step in helping school leaders and policymakers think about teacher leadership by illustrating that leadership in tangible ways. It gives us a sharper picture of teacher leadership in high schools, and indicates the need and identifies the areas for further research.

Continuing the conversation

There is evidence of an emerging use of teacher leadership in high schools, but it is a nascent practice that requires support from the principal. "Teachers know firsthand what is needed to improve student learning. But, . . . need specific knowledge, skills, and dispositions to be successful change agents" (Dozier, 2007).

"In a suburban school of more than 1,700 students, one teacher is trying to improve the transition between middle school and high school mathematics, a critical period for students. Reaching out to the feeder middle school, she gets together with middle school math teachers to better understand what students are learning. With this information, she can help middle school students make the transition with less anxiety, frustration, and fear."

—MetLife Teacher Leadership Survey
Teacher Interview, 2007

This study reveals concrete, positive examples of teacher leadership, but also identifies specific areas where that leadership is underdeveloped or nonexistent. In addition, it raises several important questions about teacher leadership from four perspectives: policies, principals, teachers, and students.

◆ **Do school or district policies support institutionalizing teacher leadership?**

Systemic practices that support teachers as leaders, such as common planning time, should be built into school and/or district policies. As IEL learned in this study, teachers' voices are rarely present in policy discussions at the district or state and beyond levels. As a result, teachers do not have an impact on the very policies that affect them the most.

◆ **What policies and programs can increase the capacity of principals to support teacher leadership?**

Supportive principals are critical to teacher leadership. Currently, several innovative principal training programs include a focus on developing the skills necessary to foster collaborative work environments. All programs to prepare principals should include this focus. In addition, all teacher preparation programs should include a focus on understanding teacher leadership and increasing the teacher's capacity to lead.

◆ **What policies and programs can increase the capacity of teachers to be part of the decision-making processes at the school level? At the district level? At the state and beyond level?**

This study documents that teacher leadership and involvement at the school level are weakest in the area of school-wide decision making on such matters as school budgets and teacher selection. There may be lessons to be learned from the research on collaborative/professional learning communities that would help prepare principals who could support teachers as integral part of policy decisions. The study also documents that teacher leadership is weak at the district level, and almost nonexistent at the state and beyond level. This makes it impossible for teachers to advocate for policy change in support of improved student outcomes. Teacher leaders want to be engaged in policymaking, but know that they need training—as well as encouragement—to help them achieve this goal (Center for Teacher Leadership, 2003).

◆ **What policies would make it possible to assess the impact of teacher leadership on student outcomes?**

In order to draw the connection between teacher leadership and positive student outcomes, it is necessary to have indicators of teacher leadership that are tied to indicators of student outcomes, aside from simply AYP. Further research might produce indicators for teacher leadership, as well as broader, more inclusive and informative measures of student achievement, and identify strategies for identifying how teacher leadership has an impact on student achievement.

IEL's earlier report on teacher leadership lamented the squandering of this resource and affirmed its importance. This report provides a slightly clearer picture of the condition and the status of teacher leadership as described and as practiced in high schools across the country, documenting the level and scope of the impact of teacher leadership. Educating all of our children and young people requires all hands on deck. In fact, the National High School Alliance reminds us, "without these [teachers] practitioners, successful high school reform in support of better student outcomes is simply not possible" (*Call to Action*, IEL, 2005). We invite decision makers at all levels to join in an important conversation—asking and seeking answers to questions about teacher leadership—a required strategy if our nation is to educate all our children and young people. ◆

"Recognizing the frustration of struggling students, a teacher in a small, inner-city school developed a transition class for students who were continually being held back. With the help of the principal, the teacher obtained funding to design a class providing targeted learning for struggling students to enable them to move on with their peers to the next grade."

—MetLife Teacher Leadership Survey
Teacher Interview, 2007

APPENDIX A. Methodology

This study is designed around three central components: a task force, a national survey of principals, and interviews with a sample of principals and teachers. The survey and the interviews, combined with current research in the area, informed answers to the following research questions:

1. Where is teacher leadership being practiced?
2. What does teacher leadership look like in practice?
3. What are the attributes and practices of the principals sharing leadership?
4. What is the impact of teacher leadership on school climate and student outcomes?
5. What are the leadership tasks being distributed to teachers?

MetLife Task Force on Teacher Leadership in High Schools

IEL organized the 16-person MetLife Task Force on Teacher Leadership in High Schools to serve as a collective “critical friend” to the study, providing input on all aspects of the work. The Task Force members represent a range of policy, research, and academic perspectives, all with expertise in teachers and teaching. The Task Force was a diverse group in terms of gender, race, organizational affiliation, geography, professional expertise, and length of professional service. Their collective knowledge and expertise contributed significantly to the work. A complete list of the members of the MetLife Task Force on Teacher Leadership in High Schools, including organizational affiliation, is provided in Appendix D.

Data Collection

Two primary forms of data collection informed the study. The first was a national survey targeted at principals. The second was a set of interviews with principals and teachers in a small sample of schools.

1. MetLife National Leadership Survey for High School Principals

The survey was designed to gather information about teacher leadership in high schools from the perspective of the principal. Using the principal as the filter not only gives evidence of systemic or cultural factors that encourage teacher leadership, but also provides a basis for comparison to national samples.

In consultation with James Spillane, Principal Investigator of Northwestern University’s Distributed Leadership Study, IEL developed the survey with questions directly mapped to the original research questions. The survey included a total of 22 questions (including the respondent’s name and the school’s demographic characteristics). About half of the questions were identical to those used in the National Center for Educa-

tion Statistics’ (NCES) Schools and Staffing Survey, which allowed for limited comparison to another, much larger national sample. The survey asked no sensitive questions nor for personal information other than length of time teaching and time in the particular school.

A partnership with the National Association of Secondary School Principals (NASSP) enabled IEL to use the NASSP-identified 25 Breakthrough Principals from Breakthrough High Schools as the cohort to field test the survey instrument. Breakthrough High Schools are successful high-poverty, high-minority population schools across the country. These schools must have student populations that are at least: 50 percent minority students; 50 percent who qualify for free and reduced-price lunch; and 90 percent who graduate and go on to postsecondary education.

The survey was widely publicized using the IEL and National High School Alliance newsletters and Web sites, and the NASSP Web site, as well as advertised at several national staff development conferences and in Education Week. IEL also distributed the survey to its extensive policy and practice networks, including superintendents and other school and district leaders. Task Force members, model developers involved with high school reform, and colleagues at NASSP provided help in locating schools where teacher leadership is practiced and where IEL would want to solicit survey responses. The survey was conducted online using the Zoomerang Web site; it was publicly available for approximately three months.

Nearly 300 respondents filled out the survey. Analyses eliminated incomplete answers, responses out of the usable data range, and respondents not within the desired group. From the remaining replies, a sample was chosen to represent schools where teacher leadership existed. Because the purpose of the study was to look at teacher leadership, the first measure used to eliminate schools was responses to: “Who leads your school?” School principals who did not answer “you and others” were eliminated, leaving 196 schools. Our assumption was that if principals believed they led the school alone, they were not likely to be fostering teacher leadership. This characteristic corresponds to a conceptual model where school culture must support teacher leadership.

The sample was narrowed further by using the criterion of the presence of a leadership team. The existence of a leadership team indicates that teachers are given roles that allow them access to the decision-making processes of the school. This characteristic corresponds to the conceptual model where the roles and responsibilities of teachers indicate an open organization. These responses reduced the sample to 142 schools.

Finally, the selection needed to include a measure of student outcomes. The only question in the survey about outcomes asked how many years the school had met AYP. All schools that had not met AYP for 2 or 3 years were eliminated. The report uses data from the remaining 76 schools.

2. Telephone Interviews

Telephone interviews were designed to yield more specific, school-level information about teacher leadership. IEL used a set of criteria based on the literature relevant to the research questions to select schools for the interviews. The criteria identified 15 schools with favorable conditions for the cultivation of teacher leadership.

IEL chose the interview sample based on its comparability to the nation as a whole. From the Common Core of Data (NCES), we learned that there is an average of 50 percent African American population in the nation's high schools, and an average of about 40 percent free and reduced price lunch rate. Using these criteria as a cutoff, we were left with a small sample of 15 schools. Of the 15 schools, six of them were willing and able to participate in the interview portion of the study.

Interviews were conducted with the principals and a group of teachers selected by the principals, based on a set of characteristics from the literature. The principals were given guidance in selecting teachers so that the sample would be as uniform as possible. Based on the research on the conditions for teacher leadership, the teachers were to have the following characteristics (York-Barr and Duke, 2004):

1. Colleagues recognize and respect them as teacher leaders with subject-area and instructional expertise.
2. They have high trust and positive working relationships with both teacher peers and administrators.
3. They participate in teacher leadership work that is central to the teaching and learning process.

Interview questions were drawn from three of the original five research questions. They helped describe what teacher leadership looks like in practice, detailed the attributes and practices of the principals who were sharing leadership, and provided further evidence of the leadership tasks being undertaken by teachers. Questions were open-ended to facilitate conversation and thoughtful responses.

The principal interview protocol included 10 questions on topics ranging from the goals of the school to professional development opportunities. The teacher interview protocol included eight questions ranging from their relationship with the principal to the level of autonomy in the classroom. No sensitive information was asked. See Appendix C.

Data Analysis

The study design yielded largely qualitative data. Results from the survey are presented as descriptive statistics. They are comparable, in part, to NCES' School and Staffing Survey, which provides a national context for the data.* They also were compared to the Breakthrough High Schools and the smaller sample chosen for the interviews. Some analysis across schools is included. All information is reported in the aggregate; no names of individuals or schools are used for the report.

* At the time of publication, the NCES School and Staffing Survey did not have any data disaggregated specifically for high school teachers or principals.

Limitations

The major limitation of this study is the lack of data triangulation. We do not have school or classroom-level observations to validate what principals and teachers reported. Also, without longitudinal data, it is difficult to assess the impact of teacher leadership because we have no pre-post measure and, therefore, do not have a good sense of what the school was like before changes were implemented.

The MetLife National Leadership Survey for High School Principals was a voluntary effort to “test the waters” as to whether or not teacher leadership is evident in schools across the nation. Because it relied on responses from principals, it helps us begin to understand the school-level conditions that foster teacher leadership. This perspective differs from that of a survey given to teachers. Also, the interview sample is small and limited in its comparability. ❖

APPENDIX B. Description of the Survey Sample and Demographic Characteristics

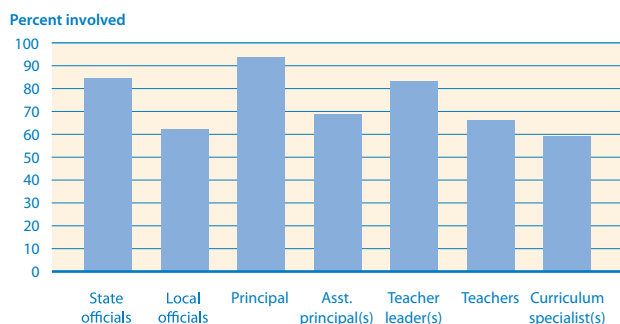
The principals represented all areas of the country, but the highest responses were from Virginia (13), Texas (11), Michigan (7), California (5), and Ohio (5). The principals indicated that 76.3 percent have regular or standard certification; 19.7 percent have advanced certification; 2.6 percent are not certified; and about 1 percent hold temporary or provisional certification. On average, they have been a principal for 7.7 years and principal at the current school for 4.2 years. When asked about years spent as an assistant principal, the average for those who had been in the position was 5 years. When asked about years spent as a teacher at the current or other school, two principals had not been teachers and the average for those who had been in the position was 9.1 years.

More than two-thirds (68.4 percent) of the schools have more than 50 percent white students. Less than one percent of the schools have more than 50 percent African American students. Less than one percent of the schools have more than 50 percent Hispanic students. Asian and other ethnicities make up much smaller portions of the student body in these schools. More than one-fourth (27.6 percent) of the schools have at least 40 percent of their student body qualifying for free and reduced-price lunch. Two-thirds (64.4 percent) of the schools met AYP for three years, and 35.5 percent met it for two years.

Asked about various aspects of leadership in their schools, the principals gave these details:

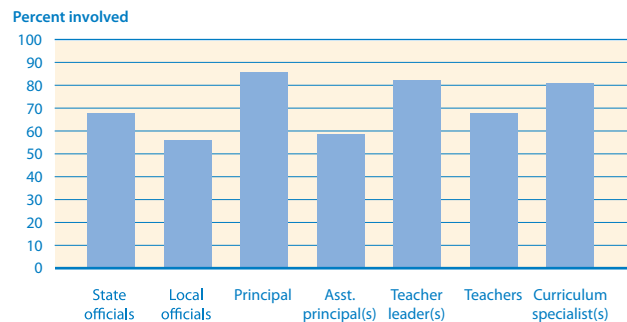
Taking part in setting performance standards at their school: The principal was cited as the primary source (93.4 percent), followed by state officials (84.2 percent), teacher leaders (82.9 percent), assistant principals (68.4 percent) and teachers (65.8 percent) (see Figure B-1).

FIGURE B-1. Setting Performance Standards for Students



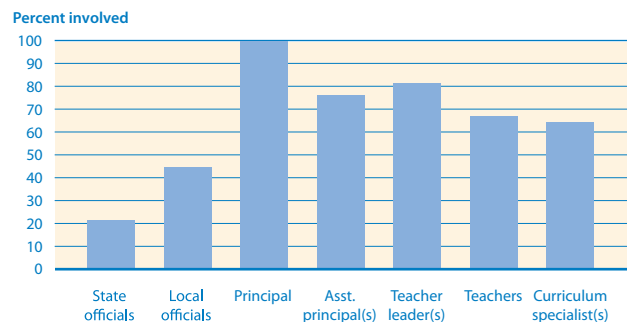
Being involved in establishing curriculum: The principal was cited as the most involved (85.5 percent), followed by teacher leaders (81.6 percent), curriculum specialists (80.3 percent), and teachers (67.1 percent) (see Figure B-2).

FIGURE B-2. Establishing Curriculum



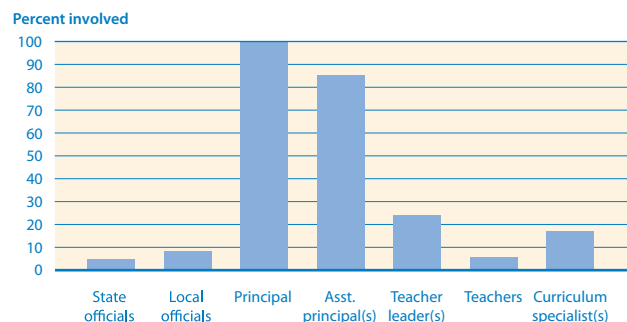
Taking part in determining content of professional development: The principal was cited the most (100 percent), followed by teacher leaders (81.6 percent), assistant principals (76.3 percent), and teachers (67.1 percent) (see Figure B-3).

FIGURE B-3. Determining Content of Professional Development for Teachers



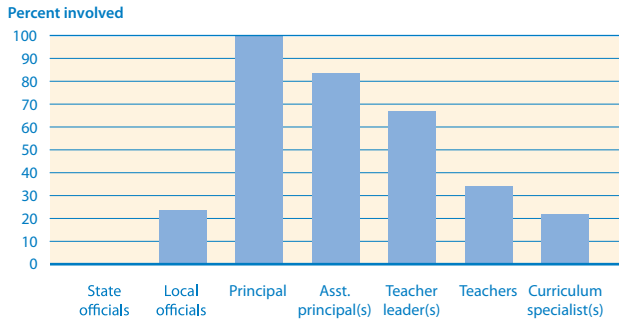
Taking part in evaluating teachers: Principals were cited the most (98.7 percent), followed by assistant principals (85.5 percent), teacher leaders (23.7 percent), and teachers (5.3 percent) (see Figure B-4).

FIGURE B-4. Evaluating Teachers



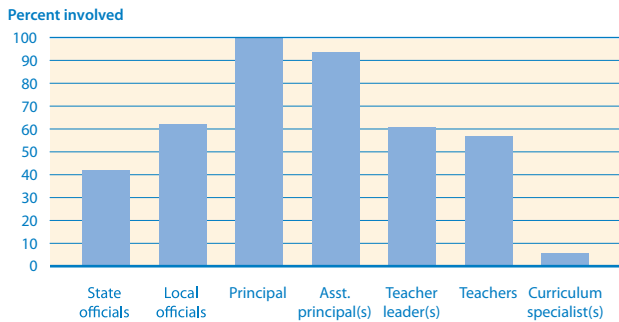
Taking part in hiring new full-time teachers: Principals were cited the most (100 percent), followed by assistant principals (84.2 percent), teacher leaders (67.1 percent), and teachers (34.2 percent) (see Figure B-5).

FIGURE B-5. Hiring New, Full-Time Teachers



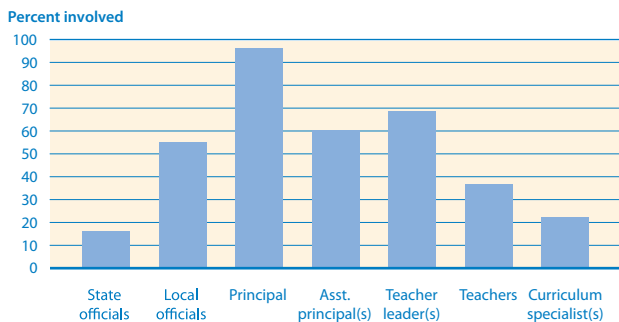
Taking part in formulating discipline policy: Principals were cited the most (100 percent), followed by assistant principals (93.4 percent), local officials (61.8 percent), teacher leaders (60.5 percent), and teachers (56.6 percent) (see Figure B-6).

FIGURE B-6. Setting Discipline Policy



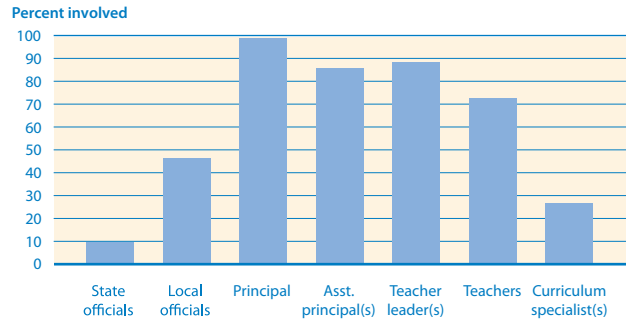
Taking part in deciding how the budget will be spent: Principals were cited the most (96.1 percent), followed by teacher leaders (68.4 percent), assistant principals (60.5 percent), and teachers (36.8 percent) (see Figure B-7).

FIGURE B-7. Deciding How the School's Budget Is Spent



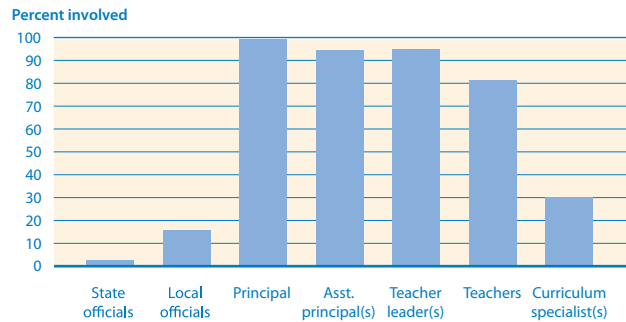
Taking part in building and communicating the vision for their school: Principals were cited the most (98.7 percent), followed by teacher leaders (88.2 percent), assistant principals (85.5 percent), and teachers (72.4 percent) (see Figure B-8).

FIGURE B-8. Building and Communicating a Vision for the School



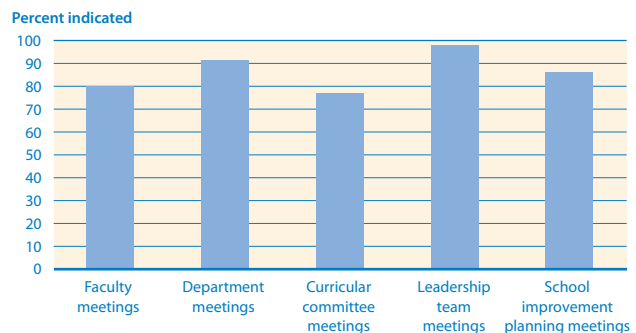
Taking part in creating a collaborative work environment for their schools: Principals were cited the most (100 percent), followed by teacher leaders and assistant principals (94.7 percent), and teachers (81.6 percent) (see Figure B-9).

FIGURE B-9. Creating a Collaborative Work Environment



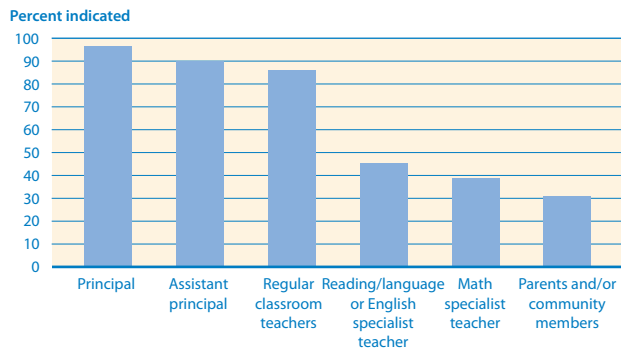
Activities cited by principals as important in their work of leading their school: Leadership team meetings (97.4 percent), department meetings (90.1 percent), school improvement planning meetings (85.5 percent), and faculty meetings (79 percent) (see Figure B-10).

FIGURE B-10. Activities Important in Leading the Work of the School



Membership on leadership team: All principals indicated that their schools had a team of staff members responsible for overseeing, managing, and coordinating instruction (see Figure B-11).

FIGURE B-11. Staff Members on the Leadership Team



As to formal meetings with the leadership team, 42.1 percent of the principals interact one to two times per week in formally scheduled meetings with other members of the leadership team; 39.5 percent interact a few times per month.

As to informal contacts, 75 percent interact more than two days per week in informally scheduled meetings with other members of the leadership team; 17.1 percent interact one to two times per week. ❖

APPENDIX C. Survey Questions and Interview Protocols

MetLife National Leadership Survey for High School Principals

1. Please enter your name:	_____							
2. Identify your school.	School:	_____						
	District:	_____						
	City:	_____						
	State:	_____						
3. What type of administrative endorsement do you hold?	<input type="radio"/> Regular or Standard certification	<input type="radio"/> Temporary/Provisional/ Probationary						
	<input type="radio"/> Advanced	<input type="radio"/> I am not certified						
4. What is the highest degree that you have earned?	<input type="radio"/> Bachelors	<input type="radio"/> Educational specialist/Professional diploma						
	<input type="radio"/> Masters	<input type="radio"/> Doctorate						
5. Prior to this school year, how many years did you work in any of these positions? <i>NOTE: For Question #5, please round your answer to the nearest whole number.</i>	<input type="checkbox"/> a. Principal at your current or any other school <input type="checkbox"/> b. Principal at your current school <input type="checkbox"/> c. Assistant principal at your current or any other school <input type="checkbox"/> d. Teacher at your current or any other school							
6. Please provide the following data about your school's students (%).	<input type="checkbox"/> White	<input type="checkbox"/> Other						
	<input type="checkbox"/> African American	<input type="checkbox"/> Eligible for free/reduced lunch						
	<input type="checkbox"/> Hispanic/Latino							
	<input type="checkbox"/> Asian							
7. Number of times your school met AYP in last 3 years.	<input type="checkbox"/> Response must be between 0 and 3.							
8. In your opinion, who "leads" your school?	<input type="radio"/> Principal alone (you)	<input type="radio"/> Principal (you) and others						
	<input type="radio"/> Others	<input type="radio"/> Not sure						
FUNCTIONS <i>NOTE: For items 9 – 17, identify the person(s) and/or group(s) who take part in the following functions at your school. Check all that apply.</i>	State officials	Local officials	Principal (you)	Assistant principal	Teacher leader(s)	Teacher(s)	Curriculum specialist(s)	Other
9. Setting performance standards for students at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Establishing curriculum at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Determining the content of professional development programs for teachers at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Evaluating teachers at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Hiring new full-time teachers at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Setting discipline policy at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Deciding how your school's school budget will be spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Building and communicating a vision for your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Creating a collaborative work environment at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Which of the following routines or activities is/are important in the work of leading this school? <i>Check all that apply.</i>	<input type="checkbox"/> Faculty meetings	<input type="checkbox"/> School improvement planning meetings						
	<input type="checkbox"/> Department meetings	<input type="checkbox"/> Others—please identify:						
	<input type="checkbox"/> Curricular committee meetings	_____						
	<input type="checkbox"/> Leadership team meetings	_____						
19. Does your school have a team of staff members responsible for overseeing, managing, and/or coordinating instruction?	<input type="radio"/> Yes	<input type="radio"/> No	<i>If "No," survey is complete.</i>					

MetLife National Leadership Survey for High School Principals (continued)

20. Please indicate which of the following staff are members of this leadership team. (Check all that apply.)	<input type="radio"/> Yourself <input type="radio"/> Assistant principal <input type="radio"/> Regular classroom teachers <input type="radio"/> Reading/language or English specialist teacher <input type="radio"/> Math specialist teacher <input type="radio"/> Other specialist teachers—please identify: _____ _____	<input type="radio"/> Other staff—please identify: _____ _____ <input type="radio"/> h. Parents and/or community members
21. Please indicate how often you interact in formally scheduled meetings with other members of the leadership team.	<input type="radio"/> Never <input type="radio"/> A few times throughout the year <input type="radio"/> A few times per month	<input type="radio"/> 1–2 days per week <input type="radio"/> More than 2 days per week
22. Please indicate how often you interact informally (i.e., stopping by others' classrooms or catching others in the hallway between classes) with other members of the leadership team.	<input type="radio"/> Never <input type="radio"/> A few times throughout the year <input type="radio"/> A few times per month	<input type="radio"/> 1–2 days per week <input type="radio"/> More than 2 days per week

Interview Protocols

MetLife Task Force on Teacher Leadership in High Schools

Principal Protocol

GOAL: To describe attributes and practices of the principals sharing leadership.

1. What are the goals of this school?.
2. What are your goals as principal?.
3. How do you see yourself as a leader?
4. From your responses to the survey, we learned that a leadership team exists in this school. Please describe the membership and role of the leadership team in the school.
5. What is your interaction with the leadership team?
6. *If Teacher Leader position exists:*
Please tell me about the role of the Teacher Leader. Is this a rotating position? Is the position funded through special sources or is it part of the institution's budget? Do they have administrative responsibilities? Do they act as regular classroom teachers?
7. Other than the formalized position, who are the teacher leaders of this school? Why would you consider them to be leaders? What is their role? Do they have administrative responsibilities? Do they act as regular classroom teachers?
8. Do you have National Board certified teachers on staff at this school?
9. How are teachers evaluated at this school? How are teachers at your school selected for hiring/dismissal?
10. How is professional development offered? Is there a budget for professional development that you control? Do you choose the opportunities and then tell teachers? Can teachers pick their own? How do teachers get release time during regular contract hours to participate?

MetLife Task Force on Teacher Leadership in High Schools

Teacher Leader Protocol

GOAL: To describe roles and responsibilities of the Teacher Leaders.

1. How long have you been a teacher? In this school?
2. How long have you been a Teacher Leader? In this school?
3. What type of certification do you hold?
4. Do you have subject-area expertise?.
5. What is your role in this school?
6. What are the goals of this school?
7. What is your relationship with the Principal?
8. What is your relationship with other teachers in the school?
9. Do you participate in professional development activities? What types of activities?

APPENDIX D. MetLife Task Force on Teacher Leadership in High Schools*

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