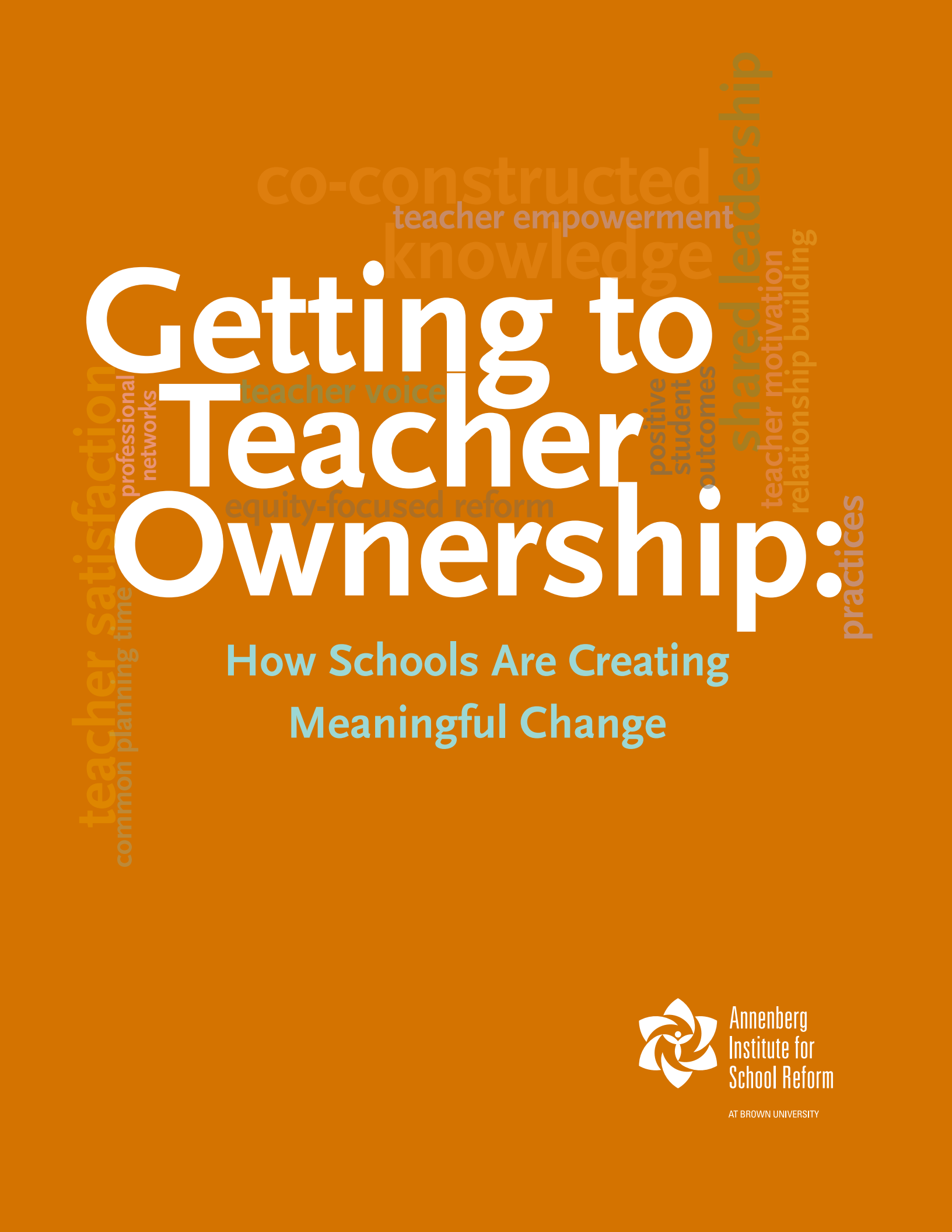

Getting to Teacher Ownership:

How Schools Are Creating Meaningful Change

Annenberg Institute for School Reform
AT BROWN UNIVERSITY

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Authors: Marisa Saunders, Vianna Alcantara, Laura Cervantes, Jaime Del Razo, Ruth López, and Wendy Perez

Editing: Margaret Balch-Gonzalez and Sheryl Kaskowitz

Graphic Design: Haewon Kim

Web Design: David Brown and Amy Rittenhouse

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For four years, AISR partnered with the Ford Foundation on the Time for Equity project. Time for Equity builds the capacity of schools, districts, communities, and partner organizations to improve educational opportunities in the nation's most underserved school systems through expanded and reimagined learning time. Our work included the development of twenty-four indicators that school communities can use as "yardsticks" to measure and refine their efforts to create expanded and improved learning opportunities for young people, a scan of the Los Angeles Education Ecosystem, and a report that explores a neighborhood-level ecosystem in East Los Angeles. These resources can be found at http://timeforequity.org/ and http://annenberginstitute.org/publications/time-equity-resource-series.

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This report, an executive summary, and supplementary materials are available at http://www.annenberginstitute.org/publications/GettingToTeacherOwnership.

Contents

1 Introduction

Teacher ownership is certainly a tough nut to crack. If the quality of the teacher is the premier factor related to student learning and if you want whole system transformation then it must be virtually all teachers who own the reform.

(Fullan 2011, p. 13)

Improving student learning in our country's highest-needs schools is an endeavor that is simultaneously challenging, complicated, and imperative. The major school reform efforts of the last few decades have largely failed to influence student achievement or to impact the ever-widening achievement or opportunity gap. These disappointing results have led policymakers, foundations, districts, and educators to search for remedies, many of which focus on teacher competence and accountability. While discussions of education reform rightly turn to the influence of teachers, there are various views regarding how best to involve teachers and what effective teacher involvement requires. To inform this debate, this study explores the concept of *teacher ownership* – that is, a teacher's sense of alignment with an improvement effort and agency to influence it. The study aims to measure how teachers experience this sense of ownership, the conditions and supports that most allow for it, and how it can help effect meaningful change in our schools.

We focus on a network of schools within the Los Angeles Unified School District (LAUSD) that is working to transform and ameliorate educational inequalities by broadening students' learning opportunities.[1] Through the implementation of one or more of three approaches – community schools, Linked Learning, and Promise Neighborhoods – these schools are striving to ensure that *all* students graduate ready for college, career, and civic life.

[1] All three approaches were part of the Ford Foundation's More and Better Learning Time initiative, which focused on building the capacity of schools, districts, communities, and partner organizations to improve educational opportunities in the nation's most underserved school systems. See http://annenberginstitute.org/publications/time-equity-resource-series.

Within this network of schools, teachers express a sense of ownership of their school's improvement efforts and believe that they can collectively influence students' learning and effect change both within and outside their classrooms to deliver these outcomes.

Our study suggests that teacher ownership exists where teachers are able to co-construct knowledge and influence and lead school improvement efforts. Further, teacher ownership occurs in settings where supports and practices are in place that allow teachers to break down barriers and work collectively to build system coherence. Through teacher surveys, interviews, and other qualitative and quantitative data from schools implementing Linked Learning, community schools, or Promise Neighborhood approaches, we learned that teacher ownership is not built in isolated classrooms, but is nested within a school culture that identifies and values teachers' deep understanding that schools are social and cultural institutions, and that values teachers' expertise and knowledge. Teachers' perceptions of these opportunities to build knowledge and share in decision-making and leadership are associated with a range of positive outcomes, including greater teacher satisfaction and increased sense of accountability. Similarly, teachers who indicate that they have an opportunity to both shape and spread school improvement plans are more likely to indicate positive teacher relationships. These teachers feel invested in their profession, in their schools, and in their students' learning. As this study reveals, teacher ownership is a process that teachers participate in collectively.

Why a Focus on Teacher Ownership?

In our current climate of education reform, where one idea, program, or innovation is quickly replaced with another, the concept of teacher ownership is critical. Teacher ownership encompasses *how* the reform is implemented by teachers – by those individuals most closely engaged with and influencing students' learning. Teacher ownership also recognizes that those responsible for change must have a voice in creating *and* directing that change; teachers are not simply the implementers. Further, as the quote at the beginning of this section reflects, teacher ownership recognizes and requires the power of the collective – that is, a shared understanding and shared commitment among those implementing the effort. As one study participant describes, ownership allows her to feel as though she is "part of a whole":

> Everybody has some shared, fundamental principles that they stand by as far as their vision for what they want in education – and expectations for what they're trying to achieve for their students. It was clear that what I could do here would be more meaningful because it would be part of a whole – as opposed to something that I was doing individually or piecemeal with some other teachers. (Social Justice Humanitas teacher)

Like many other components of a school's culture, the concept of teacher ownership can feel ambiguous and often immeasurable. How do we determine the degree to which teachers feel ownership of an improvement effort? How do we determine to what extent teachers share an understanding of the school's improvement strategy and how teachers' individual practices influence the school and their colleagues? Rather than shy away from these important but difficult questions, this study aims to address them directly by gaining a better understanding of the opportunities, structures, and practices that lead to teacher ownership, as teachers themselves see them. Ignoring the importance of teacher ownership jeopardizes the potential of improvement efforts to bring about the deep changes our schools demand and all students deserve.

LAUSD schools implementing Linked Learning, community schools, and Promise Neighborhood approaches are working to ensure that *all* students

gain access to a broad and enriching curriculum, health and wellness services, and opportunities to learn from and establish relationships with caring adults within and outside the classroom. While each approach (and each school implementing these approaches) may differ in its implementation strategy, all rely on ongoing opportunities for teachers to share knowledge through collaborative teaching practices and processes, to reflect on what they learn, to shape the work, and to evaluate its impact. We find that these opportunities lead to the establishment of *system coherence* – a collective understanding and *ownership* of the work. This coherent, reflective approach to school change is in stark contrast to top-down approaches that attempt to incentivize teachers to improve teaching and learning through sanctions and measures of effectiveness based primarily on students' performance on standardized tests.

Using a mixed-methods approach, this study aimed to understand how teachers working within schools implementing Linked Learning, community schools, and Promise Neighborhoods develop a culture of ownership through the following research questions:

- How do teachers understand and define *ownership*, and how does ownership relate to teacher knowledge and leadership?
- What systems, practices, and structures, including those created or reinforced by school partnerships, support teachers' ownership, knowledge, and leadership of school improvement efforts?
- What are the expected outcomes of increased teacher ownership, knowledge, and leadership of school improvement efforts?

Theoretical Perspective

Teachers have the capacity to transform their classrooms, schools, and the educational systems where they work. To promote sustainable change, we believe teachers must be included in the development of transformation efforts, have the opportunity to share their knowledge, and lead during all stages of reform. This study seeks to place teachers at the center of school improvement efforts – as active agents of change – not as objects to be improved. Effective school improvement efforts require that we find ways to support and help teachers do a better job, not to "make" teachers do a better job.

Drawing from sociocultural theory, this research examines individual and collective action in a way that prioritizes the social contexts that shape beliefs, values, and ways of acting (Wertsch 1991). Using a sociocultural perspective, we view teachers as learners who believe that through their actions that take into account the context in which they work, they can influence their students' learning and the overall school setting to effect improvements. Teacher agency is viewed as part of a complex dynamic in which it shapes and is shaped by the structural and cultural features of the school culture rather than as residing in the individual (Datnow, Hubbard & Mehan 2002).

This research is also based on our understanding that it is possible for teachers and students to co-construct knowledge by engaging in critical dialogue, creating schools where all who enter – educators and students alike – feel that they matter and can make a contribution (Freire 1970). By exploring the key roles of reflection, growth, and change in the concept of *praxis* – action informed by critical reflection and dialogue – we are able to connect sociocultural learning theory to the process of change. All teachers can be empowered, share in their commitment to equity and excellence, and be active agents of change when given the right environment – a culture and climate that allows for teacher voice and relationship building – and the appropriate support systems, resources, and professional learning opportunities.

2 Equity-Focused Reform Strategies within the Los Angeles Unified School District

As the second-largest district in the nation, the Los Angeles Unified School District (LAUSD) has a long history of reform. For decades, the district has been grappling with a range of educational challenges, including a widening achievement gap and rapid demographic shifts, and has worked to develop strategies that could address emerging issues. With the publication of achievement results in the 1960s and desegregation lawsuits that highlighted its failures, the public has been well aware of widespread underachievement (see Kerchner et al. 2008). Challenges were further exacerbated by huge property tax reductions (the passage of Proposition 13 in 1978), and tax equity lawsuits. The result, according to historian Charles Kerchner and colleagues (2008), was "an awakening of the community and resulting demands" (p. 35) and the beginning of an era of major reform within the LAUSD.[2]

Despite the district's ongoing efforts to effect change and improve the educational outcomes for all of its students, gaps persist. In 2015, the LAUSD had an overall graduation rate of 72 percent – a rate that has increased steadily over the course of the last decade.[3] In the same year, 52 percent of students also completed a college preparatory curriculum (known in California as the A-G curriculum) with a grade of C or better.[4] When these data were disaggregated large differences emerged, with 87 percent of Asian students and 88 percent of White students graduating in 2015, compared with 71 percent of Latino students and 66 percent of African American students graduating in the same year. Similarly, 72 percent of Asian students and 58 percent who graduated completed a college preparatory curriculum, compared with 50 percent of Latino students and 46 percent of African American students. These rates are even lower for English language learners, with approximately 50 percent of students graduating in 2015 and 21 percent successfully completing a college preparatory curriculum. Given these disparities in outcomes, there is continued demand for improvements that will serve the needs of all students and prioritize the educational outcomes of the students least advantaged by systemic inequalities. The district and the community are focused on closing persistent achievement gaps, ensuring that graduation rates continue to increase and that students graduate from the LAUSD prepared for success in college, career, and life.

[2] See http://www.annenberginstitute.org/publications/GettingToTeacherOwnership/History for a brief description of some of the major improvement efforts implemented by the LAUSD over last few decades.

[3] See http://dq.cde.ca.gov/dataquest/CohortRates/GradRates.aspx?Agg=D&Topic=Graduates&TheYear=2014-15&cds=19647330000000&RC=District&SubGroup=Ethnic/Racial.

[4] See http://dq.cde.ca.gov/dataquest/DistGrad.asp?cSelect=19647330110304--Los+Angeles+Academy+of+Arts+%26+Enterprise+Charter&cChoice=DstGrdEth&cYear=2014-15&cLevel=District&cTopic=Graduates&myTimeFrame=S&submit1=Submit. Note that 52 percent does not represent a cohort rate but the percent of graduates who completed the A-G course sequence with a grade of "C" or better. The A-G course sequence is a series of college-preparatory courses that California high school students must complete to be eligible for admission to either a California State University or University of California campus. They are grouped into seven subject areas: History/social science, English, mathematics, laboratory science, foreign language, visual and performing arts, and electives and are organized from the letter "A" through "G." For more information on the A-G course sequence see http://www.ucop.edu/agguide/a-g-requirements/.

To achieve these goals, schools across the district are implementing a range of educational approaches, including Linked Learning, community schools, and Promise Neighborhoods. The three approaches we explore are unique in focus and origin, but they share the following commitments:

- a focus on equity and the belief that it is attained through long-term, sustainable whole-school and system change;
- preparation of *all* students for college, career, and civic life;
- recognition of the need for community partners;
- meeting the full range of students' needs, including health and well-being, in order for students to learn; and
- a reimagined and restructured use of time that prioritizes students' learning.

As the following descriptions reveal, each of the approaches extend beyond structural or technical fixes to impact the relational changes that must happen among teachers and between teachers and students. Effective implementation of these approaches *requires* that teachers collaborate, learn together, and shape their collective work and purpose.

Linked Learning

The LAUSD adopted Linked Learning as its primary high school reform strategy in 2010. The approach is delivered through a "pathway" that can vary in its theme or career focus; coursework organization; amount of time that students spend on campus; and partnerships with community organizations, business, and industry. Pathways may exist as academies, magnet schools, occupational training centers, or small learning communities within larger high schools. Despite this variability, all Linked Learning pathways have an academic core that is rigorous and satisfies the A-G course requirements for entry into a four-year college or university; a technical/professional core that emphasizes the practical use of academic learning; real-world learning opportunities that allow students to learn through meaningful work-based experiences; and support services that are tailored to meet the unique needs of particular students and communities.[5]

With the support of the Center for Powerful Public Schools, the district applied to participate in the Linked Learning District Initiative, developed and managed by the California Center for College and Career (ConnectEd). With local, state, and philanthropic funding, the LAUSD has an established Linked Learning office and staff, including work-based learning coordinators and coaches. A process is in place for onboarding new schools interested in becoming a Linked Learning pathway that includes the submission of a letter of intent. In 2015 the district supported a total of thirty-six pathways.

[5] See http://www.linkedlearning.org/ for more information on Linked Learning.

Promise Neighborhoods

In 2012 the Youth Policy Institute (YPI) was awarded a five-year, $30 million Promise Neighborhoods grant through the U.S. Department of Education to create a cradle-to-career pipeline for students and families in Los Angeles. Promise Neighborhoods seek to improve the educational development of children by providing support and social services to both children and families while simultaneously revitalizing the local community. A key premise of the Promise Neighborhoods approach is that schools are a central part of a system of family and community supports that guides children along a pathway from birth to college to career.[6]

The Los Angeles Promise Neighborhood (LAPN) is implemented across nineteen schools and has a specific set of outcomes it must meet, per federal guidelines. YPI's implementation strategies are meant to address the issues facing these neighborhoods (e.g., low graduation rates, a high percentage of students performing below grade level, and families living in poverty) by providing wraparound services for students and their families. According to YPI, those strategies include a school-based approach that provides staff support and professional development that is sensitive to the student population served and to schools' needs.

YPI collaborates with the county and city of Los Angeles and the LAUSD. Other partnerships include those with philanthropists, businesses, community-based organizations, city agencies, and public sector agencies. YPI believes that these partnerships are essential for ensuring that all LAPN schools become full-service community schools.

Community Schools

Community schools have a long history. The approach reimagines schools at the center of community life. A community school is defined as "both a place and a set of partnerships between the school and other community resources."[7] Community schools strive to offer a personalized curriculum that emphasizes real-world learning and community problem-solving, with a focus on providing integrated services that extend beyond academics to include health and social services, youth and community development, and community engagement.

Community schools aim to become the center of the community by transforming schools into sites that host a range of activities, including recreation, social services, and public dialogue for students and adults.[8] Community schools focus on healthy development and preventive healthcare and address barriers to students' learning by linking to a network of local organizations and institutions that provide a range of supports and opportunities for children, youth, families, and communities.[9]

Organizations such as the Los Angeles Education Partnership (LAEP), YPI, Promesa Boyle Heights, and LA's Promise embrace the community schools approach as a means of providing support to students, families, schools, and the communities in the Los Angeles area. Currently, there is no funding for a system of community schools within the LAUSD – each school and their partners must seek and apply for funds. It is unknown how many community schools operate within the LAUSD.

[6] See https://ed.gov/programs/promiseneighborhoods/index.html for more information on Promise Neighborhoods.

[7] See http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx.

[8] See http://idea.gseis.ucla.edu/projects/past-projects/community-schools.

[9] See http://www.ca-ilg.org/general/coalition-community-schools.

3 Teacher Ownership: What We Know

A review of the literature on teacher ownership highlights its relationship with school- and system-level change. The topic of teacher ownership, as a whole, is under-researched, yet it is widely regarded as a key factor in the success or failure of an improvement effort. An effort succeeds when teachers feel it belongs to them and is not simply imposed on them (Ogborn 2002, p. 143).

The extant literature on teacher ownership tends to focus on ownership at the classroom level or on curriculum innovation (Blonder et al. 2008; Ogborn 2002; Ketelaar et al. 2012; Kyza & Georgiou 2014).[10] However, it is a construct that must be explored systemically across a school and system. According to Blonder et al. (2008), ownership occurs at individual, school, and system levels when teachers want to make a change from existing efforts and when teachers value the philosophy and learning goals of the new curriculum (p. 297).

The research considers teacher ownership as a "mental or psychological state" that captures teachers' position with regard to the innovation (Ketelaar et al. 2012). Yet, it is primarily the process by which ownership is derived that is explored in the literature rather than teachers' perceptions of ownership. The literature posits that teacher ownership is achieved when a reform effort goes from external (imposed from outside) to internal (the teacher takes responsibility) and shapes teacher practice. It is recognized by "teachers' support for the innovation, their sense of the necessity for it and their communication about it" (Ketelaar et al. 2012, p. 274). According to Fullan (2001), this shift from external to internal happens developmentally. True ownership "is not something that occurs magically at the beginning, but rather is something that comes out the other end of a successful change process" (Fullan 2001, p. 92). Even when teachers are in favor of a particular change, they may not "'own it' in the sense of understanding it and being skilled at it; that is, they may not know what they are doing. Ownership in the sense of clarity, skill, and commitment is a progressive process" (Fullan 2001, p. 92).

The process by which ownership is attained is related to teachers' ability to understand and make sense of the innovation. "Sense-making" entails more than simple understanding of an innovation; it is an active cognitive and emotional process in which teachers attempt to align their understanding of the innovation with their existing knowledge and beliefs as a teacher (Ketelaar 2012). Growing understanding often relies on the opportunity to share and discuss the effort among colleagues and how it can meet the needs of students, teachers, and the community. Developing structures for ongoing teacher and administrator learning (e.g., reform-related professional development) may be a central feature of shifting from external to internal (Muncey & McQuillan 1996, p. 8). Ownership also hinges on nurturing a cadre of knowledgeable teacher leaders who, over time, can assume responsibility for sharing their knowledge with new teachers who are making sense of the new effort (Coburn 2003; Coburn & Meyer 1998).

[10] More specifically, much of the research we located on curriculum innovation was about science education (Blonder et al. 2008; Kyza & Georgiou 2014).

Teacher ownership is also viewed as a concept that extends beyond teachers' understanding and support for the effort to incorporate how the reform influences their teaching (Coburn 2003). Appropriation of practices and concepts encompasses much more than implementation – it also includes self-efficacy mediated through cultural or contextual experiences. Indeed, opportunities to experience and personalize practical and conceptual learning allow teachers to develop ownership. The need for ongoing practical and conceptual learning recognizes the importance of teachers' "personal-practical knowledge" that develops over time and in different contexts (Connelly, Clandinin & He 1997). This knowledge is required for teacher ownership to develop.[11]

A recent study of participatory (bottom-up) curriculum design supports these findings, demonstrating how participatory design fosters teacher ownership (Kyza & Georgiou 2014). In particular, participatory processes can promote the social and cognitive development of teachers and can yield learning environments that are more relevant to students' and teachers' needs and expectations. In highlighting the importance of the learning environment, Kyza and Georgiou note:

> In agreement with previous studies . . . our findings indicate that teachers develop a sense of ownership towards the learning environment, since the learning environment is not an extraneous imposition from above, namely an innovation imposed by the administrators or policy makers of the educational system. (p. 73)

The authors conclude that without a sense of ownership of the environment, teachers' instruction is not as meaningful, and this lack can impact students' motivation.

The learning environment also determines the extent to which teachers feel they can make work-related decisions that are based on their goals, interests, and beliefs and hence develop ownership – the extent to which teachers' experience agency (Ketelaar et al. 2012). As Ketelaar et al. suggest, a high degree of teacher agency corresponds to a high degree of ownership, moderated by processes through which teachers make sense of new innovations. Agency is not viewed as the capability of a teacher, but rather, is shaped by both the teacher and the school context in which the teacher acts. Agency can shape teachers' position toward the effort. A lack of agency, for example, might lead to teachers' feeling they are "forced" to act in ways that do not align with their core beliefs and values (Lasky 2005, p. 901). Teacher leadership can influence levels of agency and hence contribute to ownership. When teachers share in decision-making, they become committed to the decisions that emerge and are more likely to implement the effort (York-Barr & Duke 2004). Teachers who report more control over the policies in their schools and greater degrees of autonomy within their school settings are more likely to remain in teaching and to feel invested in their profession, in their schools, and in students' learning (Ware & Kitsantas 2007).

[11] In our review of the literature, we found that the concept of teacher knowledge has evolved substantially over the last few decades. Teachers' knowledge expands beyond subject matter, curriculum, and general pedagogical principles to an understanding of the context of schools and the needs of students (Ben-Peretz 2011; Grossman & Richert 1988).

4 Methods

This multi-method study employed qualitative case studies, a teacher and administrator survey, and school-level quantitative data to understand the extent to which and under what conditions teachers gain ownership of their schools' improvement efforts. We integrated in-depth qualitative data and analysis with the broader perspective provided via quantitative data and analysis.[12]

Case Studies

With the assistance of three nonprofit organizations working in partnership with the LAUSD, we identified and invited three high schools currently implementing and committed to some combination of Promise Neighborhoods, community schools, or a Linked Learning approach as the foci of our case studies. Each participating site served a population of students representative of the district's high school population as a whole and each site graduated at least one cohort of students.[13]

The case study schools were:[14]

- STEM Academy of Hollywood at Bernstein High School, a Linked Learning and Promise Neighborhood school;
- Social Justice Humanitas (SJH) at Cesar Chavez Learning Academies, a community school situated within the Los Angeles Promise Neighborhoods boundary; and
- Los Angeles School of Global Studies at Miguel Contreras Learning Complex, a Linked Learning school.

During fall 2015, we conducted twenty-eight interviews and thirty classroom and professional learning observations during two- to three-day site visits. Interviews with teachers, administrators, counselors, and on-site community partners explored a range of areas, including teachers' opportunities to learn from one another, teacher knowledge of the schools' improvement efforts, relationships with colleagues, and understanding of the school's purpose. Interviewees were assured anonymity.

Survey

We designed and administered a survey that aimed to measure the extent to which teachers felt they owned school improvement strategies. Indicators for ownership included teachers' support for the approach, their sense that it could address the schools' priorities, opportunities to learn about and share knowledge about the approach, and opportunities to influence decisions and lead the effort. An administrator survey sought the perspective of administrators on these same teacher-related topic areas.

The survey included both modified questions from existing instruments and new questions aimed to fill gaps. The survey also included a series of demo-

[12] For a full description of the methods used in this study, see http://www.annenberginstitute.org/publications/GettingToTeacherOwnership/Methods.

[13] In 2014-2015, 77 percent of LAUSD high school students were Latino, 14 percent were English Learners, and 74 percent were identified as socioeconomically disadvantaged. In that same school year, 82 percent of STEM's students identified as Latino, 12 percent were identified as English learners, and 66 percent were identified as socioeconomically disadvantaged; at SJH, 95 percent of students identified as Latino, 11 percent were English Learners, and 85 percent were identified as socioeconomically disadvantaged; and at Global Studies 97 percent were Latino, 22 percent were English Learners and 97 percent identified as socioeconomically disadvantaged (http://getreportcard.lausd.net/reportcards/reports.jsp).

[14] See http://www.annenberginstitute.org/publications/GettingToTeacherOwnership/CaseStudies for more detailed descriptions of the case study schools.

graphic questions about years of teaching experience, teachers' roles and responsibilities (outside of classroom responsibilities), course(s) taught, ethnicity, age, and gender. The survey was administered online. The survey was anonymous, but teachers were required to identify their school from a list of options.

Sample

A total of thirty-six schools strongly affiliated with our partners were invited to participate in the survey. Teachers and administrators from twenty-nine schools responded to our invitation. Eight schools did not meet a minimum response rate threshold of ten percent. Hence, a total of twenty-one schools were included in our final sample and analysis. An overall response rate of 41 percent was achieved.

A total of 190 administrators and teachers who completed the survey were included in our analysis (substitute teachers, counselors, and program coordinators were excluded). Sixty-five teachers indicated that they taught at schools implementing a community schools approach, seventy-four taught at a Linked Learning pathway, and sixty-seven indicated that they taught at schools implementing a Promise Neighborhoods approach.[15] See Table 1 for a description of the teacher sample.

[15] A total of thirty teachers indicated that they taught at schools implementing more than one of these approaches. These thirty teachers are represented within counts for each of the distinct approaches (e.g., one teacher may be included as Linked Learning and a community school teacher).

TABLE 1. Final Teacher Survey Sample Characteristics

		Participating Teachers (n=176)	LAUSD High School Teachers
Experience in current school	< 1 year	11%	10%
	1 – 3 year	31%	–
	4 – 10 year	41%	–
	> 11 year	17%	–
Experience in education	< 1 year	2%	–
	1 – 3 year	11%	–
	4 – 10 year	26%	–
	> 11 year	60%	–
	Average years in LAUSD	–	14.7
Race/ Ethnic background	Latino	28%	28%
	Black	3%	9%
	Asian	18%	11%
	White	41%	36%
Gender	Male	43%	48%
	Female	55%	52%

Student-, School-, and District-Level Data

School-level data for participating sites and overall district-level data were provided by the LAUSD. Data provided included information regarding teacher demographics, experience, attendance rates, and turnover rates for the 2013-2014 and 2015-2016 school years. Student data included suspension rates, graduation rates, A-G college preparation course completion rates, and enrollment and pass rates for advanced placement courses.

Definitions of Key Terms

TEACHER OWNERSHIP: A collective process that encompasses teachers' support for the ideas behind the school improvement effort and the recognition that there is a need for the change. We identified teachers' sense of personal alignment with the school's stated direction and priorities as an indicator of teacher ownership as well as their sense of agency to influence the efforts taken up by the school.

TEACHER AGENCY: The relationship between teachers' capacity to direct their professional growth and that of their colleagues and the conditions (e.g., school culture and climate) that impact the way individuals act and respond. In this study, we define teacher agency as an important component of teacher ownership, as it enables teachers to help shape their own goals and priorities and those of the larger school environment, hence contributing to alignment between the two.

CO-CONSTRUCTED KNOWLEDGE: Knowledge that is comprehensive and collaborative. In this study, co-constructed knowledge encompasses what is learned through the practice of teaching, the practice of developing relationships with a range of stakeholders within and beyond the school setting, and the practice of learning from and sharing ideas and resources with individuals who share the responsibility for students' learning.

SHARED LEADERSHIP: A collective and democratic process for implementing change. Shared leadership is not limited to administrators or to those teachers serving in formal positions; it is viewed as a collective process that maximizes teachers' instructional expertise and knowledge to realize change.

5 Research Findings

What Does Teacher Ownership Look Like?

Based on previous research and our findings, we conceptualize teacher ownership as:

- teachers' sense of personal alignment with the school's overall purpose and priorities; and
- teachers' sense of agency to influence improvement efforts and hence, create alignment between teachers' beliefs, goals, and priorities and those of the school.

Teacher ownership is identified as a process, mediated by the school culture, and is quite distinct from simple familiarity with a particular approach.

The following discussion explores the extent to which high school teachers identify owning the improvement efforts at their sites and how schools are working toward developing and maintaining teachers' sense of ownership. In particular, we identify the extent to which Linked Learning, community schools, and Promise Neighborhoods approaches align with teachers' own beliefs and educational philosophies, and the extent to which teachers working within these settings believe that they can shape these efforts.

OWNERSHIP AS ALIGNMENT WITH SCHOOL PURPOSE AND PRIORITIES

> I want to be somewhere where there is a vision and everybody shares it, and there is this momentum and people moving in the same direction. (Social Justice Humanitas teacher)

Within participating Linked Learning, Promise Neighborhoods, and community schools we found that teacher ownership stemmed from how teachers experienced and practiced the values outlined by the school's established purpose. In particular, ownership occurred when teachers expressed a high level of alignment between their own priorities for what matters in education and those shared by other staff members and the school as a whole. In the words of an SJH teacher, "I felt like it was the first time where I saw that the school had a vision that I agreed with, and it was actually being made manifest in everything. I wasn't seeing that kind of thing anywhere." Ownership relied on an alignment between individual and collective priorities.

Further, teachers felt they had an opportunity to practice, implement, and promote the purpose with consistency. Many teachers described their current sense of ownership in contrast to other school settings or past experiences, where "there wasn't agreement" and individuals did their own thing in isolation from the rest of the staff. Within a culture of teacher ownership, teachers felt that the identified purpose did not exist simply on paper or on the school's website but was present and alive in everyday practice.

Similarly, survey data demonstrated a high level of alignment between teachers' own priorities for student learning and their perspective of the priorities held by the majority of teachers at their school site. Teachers across sites overwhelmingly prioritized the following: 96 percent of teachers identified "ensure all students receive needed academic supports" and "create a safe learning environment" as a priority; and 93 percent of teachers identified "develop caring and supportive relationships with

Teacher Ownership in the Case Study Sites

Each case study site came to identify or be identified as a Linked Learning, Promise Neighborhoods, or community school in their own way. While their stories are unique, across sites teachers asserted that they did not view these approaches as top-down reform efforts that they were required to replicate. Rather, teachers explained that they were given the space, time, and autonomy to make each of the approaches their own.

At Social Justice Humanitas (SJH), both a Promise Neighborhood and a community school, teachers and administrators made strong assertions that the approach "fit" with their original vision for the school. When asked how SJH became a community school, we heard from staff members that being a community school "comes from the original idea of why we started this school." Teachers and administrators clearly articulated that a shared commitment to "supporting the whole of the student" through a range of community partnerships had been part of the school's purpose since its inception.

STEM Academy is both a Linked Learning pathway and Promise Neighborhood school. It is also structured as a pilot school within the LAUSD that provides the school with a number of autonomies that enable it to operate with greater flexibility in order to meet students' needs.* The schools' autonomy allowed teachers the opportunity to both identify and further create alignment between the approach and the school's established priorities. Teachers were provided the space to express hesitancy or skepticism of Linked Learning and felt they could begin to commit once they explored the extent to which it aligned with the original vision of the school. As one teacher shared:

> When we first started doing Linked Learning, I wasn't happy about it, because we had just gotten through working really hard to get our pilot school status, and I was beat. . . . [Then] I realized there was no better way to do that work than from the Linked Learning approach. It was a very clear way to ask yourself, "What are you doing? How are you doing it? Why are you doing it that way? Is it working?" . . . It's not a hindrance to our autonomy. It's a facilitator of our autonomy.

At STEM and SJH, the Promise Neighborhood approach provided much-needed support to the schools and students, creating space and time for teachers to pursue their original vision for the school.

Similarly, at Global Studies, a site that is eager to integrate Linked Learning, a teacher shared that the approach "was already in line with what we were doing, and so I think that the partnership was actually a pretty easy and smooth transition." Yet, there wasn't perfect agreement at the school. Other teachers discussed their efforts to understand how all the various components of Linked Learning aligned with their original vision for the school. In particular, teachers discussed how the career pathway was "not something that we originally envisioned." These struggles with integration were further evidenced when we analyzed how teachers and administrators described the approaches they were implementing. A few teachers at Global Studies continued to discuss Linked Learning as an external approach. The following quote illustrates how teachers used the term they to reference the technical providers and organizations advancing the Linked Learning approach:

> [Linked Learning] is really pushing a project-based approach... They also want to do more of this hands-on, getting students internships. They want a career pathway, a senior defense portfolio. I think they're really trying to push the standards of rigor for our students and really connecting them more, one, to the community, two, to the workforce, and just building twenty-first-century skills.

In contrast, at STEM and SJH, most teachers and administrators used the term "we" or "ours" in discussing their schools' priorities and the implementation of approaches.

* See http://www.annenberginstitute.org/publications/GettingToTeacherOwnership/History for more information on the pilot school structure. These case study schools demonstrate the idea at the core of the pilot school model: that schools should be teacher led, allowing teachers within pilot schools the autonomy to make decisions about staffing, budget, curriculum and assessment, governance, and school calendar. Teachers also have the power to shape and change the mission, vision, and goals of the school through an annual review of the Elect-to-Work Agreement.

For more about teacher ownership in the case study schools, see http://www.annenberginstitute.org/publications/GettingToTeacherOwnership/CaseStudies.

students"; "ensure all students develop twenty-first-century skills"; and "ensure all students graduate prepared for college success" as top priorities. See Table 2 for a summary of selected survey responses.[16]

As shown in Table 2, when teachers were asked to what extent other teachers at their school site shared the same priorities, over two-thirds indicated that "nearly all teachers" shared their top priorities.

Analysis also revealed that those teachers who indicated "nearly all teachers" at their site shared a priority also identified the concern as priority for him/herself. For example, of those teachers that indicated that creating a safe learning environment was a top priority shared by "nearly all teachers" at their site, four-fifths indicated that this was their top priority.

[16] For more detailed survey results, see http://www.annenberginstitute.org/publications/GettingToTeacherOwnership/FindingsDetail.

TABLE 2. Summary of Teachers' Individual and Collective Priorities

	All Teachers (n=176)		Community Schools (n=65)		Linked Learning (n=74)		Promise Neighborhoods (n=67)	
	Identified as teachers' top priority*	Priority shared by "nearly all teachers"	Identified as teachers' top priority*	Priority shared by "nearly all teachers"	Identified as teachers' top priority*	Priority shared by "nearly all teachers"	Identified as teachers' top priority*	Priority shared by "nearly all teachers"
Ensure all students receive needed academic supports	96%	68%	100%	79%	91%	55%	99%	85%
Create a safe learning environment	96%	68%	97%	80%	93%	57%	99%	78%
Develop caring and supportive relationships with students	93%	56%	92%	62%	89%	49%	100%	69%
Ensure all students develop 21st Century learning skills that foster creativity, communication, collaboration, critical thinking, and technological literacy	93%	53%	99%	69%	88%	40%	96%	66%
Ensure all students graduate with the skills, knowledge, and abilities they need to enroll and succeed in college	93%	61%	99%	83%	88%	43%	96%	70%
Increase the 4-year cohort graduation rate	80%	55%	86%	69%	73%	42%	88%	69%
Ensure all students master Common Core standards	69%	43%	69%	52%	69%	31%	76%	57%
Increase access and information to students and families about wrap-around services	61%	42%	68%	52%	48%	31%	72%	51%
Ensure all students perform well on Common Core-aligned assessments (SBAC)	59%	42%	65%	52%	52%	28%	69%	52%

*The percentage of teachers who indicated the statement was either a "4" or a "5" for them on a five-point Likert Scale, with "1" indicating that the teacher does not consider the statement as a priority, and "5" indicating that the statement is a top priority.

Similarly, there was a high level of agreement regarding lowest priorities. Across sites, teachers indicated that ensuring "all students perform well on Common Core–aligned assessments" was their lowest priority of the options provided.[17] Most teachers also indicated that this was the lowest priority for the majority of teachers at their site.[18]

Analysis of survey data yielded some variation in teachers' identified priorities based on their backgrounds, especially racial/ethnic identification. (We found no significant differences based on years of experience or gender.) In particular, teachers who identified as Latino/Hispanic or Chicano emphasized the following priorities at slightly higher rates than the teachers who identified as Asian, Black, or White:

- "Ensure all students receive needed social and emotional supports" (92 percent of Latino/Hispanic or Chicano teachers);
- "Emphasize teaching strategies that are racially and culturally relevant" (90 percent of Latino/Hispanic or Chicano teachers);
- "Promote intrinsic motivation" were top priorities (94 percent of Latino/Hispanic or Chicano teachers).[19]

Only half of those teachers who identified as Latino/Hispanic or Chicano felt that these priorities were also shared by most teachers at their school. Indeed, the largest gaps between individual priorities and the perceived priorities shared by the rest of the staff existed for those teachers who identified as Latino/Hispanic or Chicano.

We also found important differences in teachers' own priorities and their perceptions of other teachers' priorities based on the approach implemented at their school site. As Table 2 demonstrates, most profound was the extent to which teachers within Linked Learning pathways felt that priorities were shared among teachers at their site. For teachers at Linked Learning sites, providing academic supports to all students continued to be a top priority for teachers (91 percent), but only 55 percent of teachers felt that this was a priority shared by "nearly all teachers" at their site. Creating a safe learning environment was identified as the top priority for Linked Learning teachers (93 percent indicated it was a top priority), while only 57 percent of teachers felt that this was a priority shared by "nearly all teachers" at their site. In contrast the gap between individual priorities and the perception that it was a shared priority among staff was much smaller for teachers implementing other approaches. For example, 100 percent of teachers at community schools identified ensuring "all students receive needed academic supports" as a top priority, with 78 percent expressing that "nearly all teachers" shared this priority. Similarly, 99 percent of Promise Neighborhoods teachers indicated that ensuring "all students receive needed academic supports" was their top priority, with 85 percent of teachers indicating that this priority was shared by "nearly all teachers."

[17] While 59 percent of teachers indicated that ensuring all students perform well on Common-Core-aligned assessments was a priority for them, 69 percent indicated that ensuring all students master the Common Core standards was a priority.

[18] "Increase access and information to students and families about wrap-around services including stable housing, health and wellness services, and afterschool programs" was also identified as a lower priority for most teachers across sites (only 42 percent of teachers felt that it was a "top priority" for their colleagues). Further exploration is warranted given that all three approaches prioritize partnerships and ensure that students have access to a full range of services that will enable them to learn and succeed in school.

[19] For comparison: 84 percent of teachers who identified as Asian/Pacific Islander, 80 percent of teachers who identified as Black/African American, and 85 percent of teachers who identified as White/Non-Hispanic indicated "ensure all students received needed social and emotional supports" as a top priority; 77 percent of Asian/Pacific Islander teachers, 80 percent of Black/African American teachers, and 86 percent of White/Non-Hispanic teachers indicated "emphasize teaching strategies that are racially and culturally relevant and consider students' background and interests" as a top priority; and 84 percent of Asian/Pacific Islander teachers, 80 percent of Black/African American teachers, and 89 percent White/Non-Hispanic teachers indicated "promote intrinsic motivation" as a top priority.

OWNERSHIP AS A FORM OF TEACHER AGENCY

> I feel like I have clout. I may be fooling myself, but I feel like my opinion matters here. . . . Anybody who advocates for something can make a difference. (Global Studies teacher)

As discussed in the literature, teacher ownership is strongly related to teacher agency. Our findings confirmed that a culture of ownership requires an environment that supports teachers' agency and strengthens teachers' voice. For instance, 78 percent of teachers surveyed indicated ("agreed" or "strongly agreed") that they felt they had a voice at their school, 79 percent indicated that they experienced high levels of autonomy, and 77 percent indicated that they felt they could make a difference when it came to school improvement efforts. Further, 76 percent indicated that they felt they had the opportunity to help develop plans for school improvement efforts. When disaggregated by approach, teachers at community schools and Promise Neighborhood responded at slightly higher rates that they felt they had a voice at their school (81 percent and 86 percent, respectively) compared with teachers at Linked Learning sites (73 percent).

We found no differences based on teachers' ethnic/racial background or gender in terms of sense of agency and voice, but we did find differences based on teachers' years of experience at the school site. Teachers who indicated that they had been at the school site between four and ten years expressed that they had a voice at their school, had autonomy, and believed they could make a difference in improvement efforts at higher rates than their counterparts who indicated that they had been at the school or at the district for a lesser or a greater period of time.[20]

When asked a series of questions regarding their opportunities to influence decision-making, approximately two-thirds of teachers indicated that they felt they had a voice in influencing the direction of the school. As depicted in Table 3, which shows survey answers taken at scale, teachers felt they were able to share their ideas with others and influence the implementation of new lessons, curricula, or programs.[21] Teachers felt most strongly that they could influence the development of teaching strategies and designing and deepening instruction, with 87 percent of teachers "agreeing" or "strongly agreeing" that they could influence these areas. However, in matters such as how funds are spent, the establishment of schoolwide structures (e.g., master schedules or class size), and in the hiring of administrators and teachers, teachers did not feel as strongly that they had influence. Forty percent of teachers indicated that they "agreed" or "strongly agreed" that they have influence in hiring administrators, 59 percent indicated that they "agreed" or "strongly agreed" that they have influence in the hiring of teachers, and 53 percent indicated that they had an influence on how funds are spent.

When results were disaggregated by approach, we found that teachers implementing community schools and Promise Neighborhood approaches responded at slightly higher rates that they could influence decision-making. For example, 93 percent of teachers at Promise Neighborhood sites and 91 percent of teachers at community schools indicated that they had influence in designing or establishing curricula and instructional programs, compared with 79 percent of eachers at Linked Learning sites. Teachers responded similarly to perceived levels of

[20] Specifically, 86 percent of teachers who had been at the school between four and ten years "agreed" or "strongly agreed" that they felt they had a voice at their school, compared to 63 percent of teachers who had been at the school for less than one year, 76 percent of those who had been at the school between one and three years, and 73 percent of teachers who had been at the school for more than eleven years. In addition, 81 percent of teachers with four to ten years at the school indicated that they felt they could make a difference when it came to school improvement efforts compared to 79, 75, and 77 percent of teachers with less than one year, one to three years, and over eleven years of experience, respectively. And 83 percent indicated that they felt they had the opportunity to help develop plans for school improvement efforts compared to 74, 71, and 70 percent of teachers with less than one year, one to three years, and over eleven years of experience, respectively.

[21] Taken together as an eight-item scale that measures teacher shared influence, we calculated a Cronbach's alpha for this scale as 0.903, which indicates an excellent internal reliability.

influence regardless of ethnic/racial background, gender, or years of experience at school or district.

Teachers across survey sites also indicated that the administration was interested in their opinions. As shown in Table 3, taken at scale, 80 percent of teachers "agreed" or "strongly agreed" that the administration was committed to collaborating with teachers to ensure the school runs effectively, recognizing teachers as experts, having confidence in their expertise, and taking a personal interest in their professional growth and development.[22] Administrative responses to the surveys support teachers' responses, with close to 93 percent of administrators responding in agreement or strong agreement with the characteristics above.

Interview data echoed these findings. Across case study schools, we heard that "everyone's voice matters." For example, at Global Studies, a teacher shared, "There are opportunities for everyone's voice to be heard if they want it to be." And, at SJH, a similar sentiment was shared by a teacher: "So the vision is definitely unified in the sense that everybody is literally contributing to that."

A DISTINCTION BETWEEN FAMILIARITY WITH APPROACHES AND OWNERSHIP

Being familiar with an approach did not necessarily lead to or equate with ownership. Across sites, we found a distinction between teachers' recognition of an approach and their knowledge and ownership of the approach.

Survey respondents were most familiar with the Linked Learning approach (54 percent indicated they were "familiar" or "extremely familiar"), followed by the community schools approach (42 percent), and 19 percent indicated that they were familiar with the Promise Neighborhoods approach. Almost three-fourths of respondents indicated that they had "never heard of" Promise Neighborhoods or were "not very familiar with the approach." These results may reflect the visibility of each of the approaches within the region. The LAUSD, for example, maintains a Linked Learning office, and Linked Learning pathways are located throughout the district. The district provides coaching and work-based learning coordinators, sponsors showcases, and supports Linked Learning certification.[23] While Promise Neighborhoods and community schools are both recognized by the district, the LAUSD does not currently maintain discrete offices for either approach. Further, Promise Neighborhood schools are isolated within the Los Angeles Promise Neighborhood boundary, and community schools tend to be located within certain regions of the district where community-based and technical assistance organizations have established partnerships.

Rates of familiarity rose to varying degrees when we disaggregated our results by the approach being implemented. Three-quarters of Linked Learning teachers surveyed indicated they had familiarity with the Linked Learning approach, whereas 43

[22] Taken together as a five-item scale that measures teacher perception of administrative and teacher collaboration, we calculated a Cronbach's alpha for this scale as 0.946, which indicates an excellent internal reliability.

[23] The Linked Learning approach has been funded generously through foundation support, which has included investment in the establishment of a communication strategy that has been effective in increasing its name recognition.

TABLE 3. Teacher Influence and Teacher Perception of Administrative and Teacher Collaboration (n = 176)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Teacher influence	7%	11%	17%	37%	29%
Teacher perception of administrative and teacher collaboration	4%	7%	9%	46%	34%

percent of teachers within community schools and 46 percent of teachers within Promise Neighborhood schools indicated they were familiar with the respective approach. Approximately one-quarter of all teachers surveyed indicated that they did not know whether their school was implementing Linked Learning, community schools, or a Promise Neighborhoods approach.

Teachers who were familiar with the approaches were asked to what extent community schools, Linked Learning, and Promise Neighborhoods approaches provided additional resources and support in achieving their school priorities. Eighty-four percent of teachers implementing Promise Neighborhoods (and who were familiar with the approach) indicated that the approach was helpful or extremely helpful in supporting the schools' priorities. Of those teachers implementing Linked Learning (and indicating they were familiar with the approach), 79 percent indicated that the approach was helpful or extremely helpful in supporting the schools' priorities. And 57 percent of teachers implementing a community schools approach indicated that the approach was helpful or extremely helpful in supporting the schools' priorities.

Interviews with teachers and administrators at case study sites allowed us to gain a better understanding of teachers' familiarity with the approaches. As the survey data revealed, while some approaches were better known than others by name, teachers and administrators shared how usage of particular terms were not as critical as the concepts themselves. An administrator at SJH shared:

> Right now [community school] is the buzzword. I hope that doesn't sound cynical, but "community schools" is kind of what the conversation is about right now, and I think we do the work that needs to be done, and if there is a label that fits that so that people can communicate with us about it, then great. We're going to do the work anyway.

Overall, across participating Promise Neighborhood schools, community schools, and Linked Learning pathways, there was a high level of teacher ownership – teachers indicated that they felt a high level of alignment between their own personal values, beliefs, and educational philosophy and those of the larger school community. Further, teachers indicated that they had high levels of influence in shaping their school's priorities and the learning environment.

Practices That Support Teacher Ownership

This section explores the practices that support and foster teacher ownership across community schools, Linked Learning pathways, and Promise Neighborhoods. How is it that teachers come to understand their school's priorities and purpose, its alignment with their own priorities, and/or what enables teachers to feel that their voice matters in shaping the school's priorities and purpose? In exploring these questions, we identify how practice connects teacher ownership to knowledge and leadership. Indeed, teacher ownership within participating sites was developed and maintained through teachers' opportunities to learn from colleagues and to share their knowledge with one another; from opportunities to share in leadership; and from a number of school structures and strategies that support the spread of knowledge and leadership.

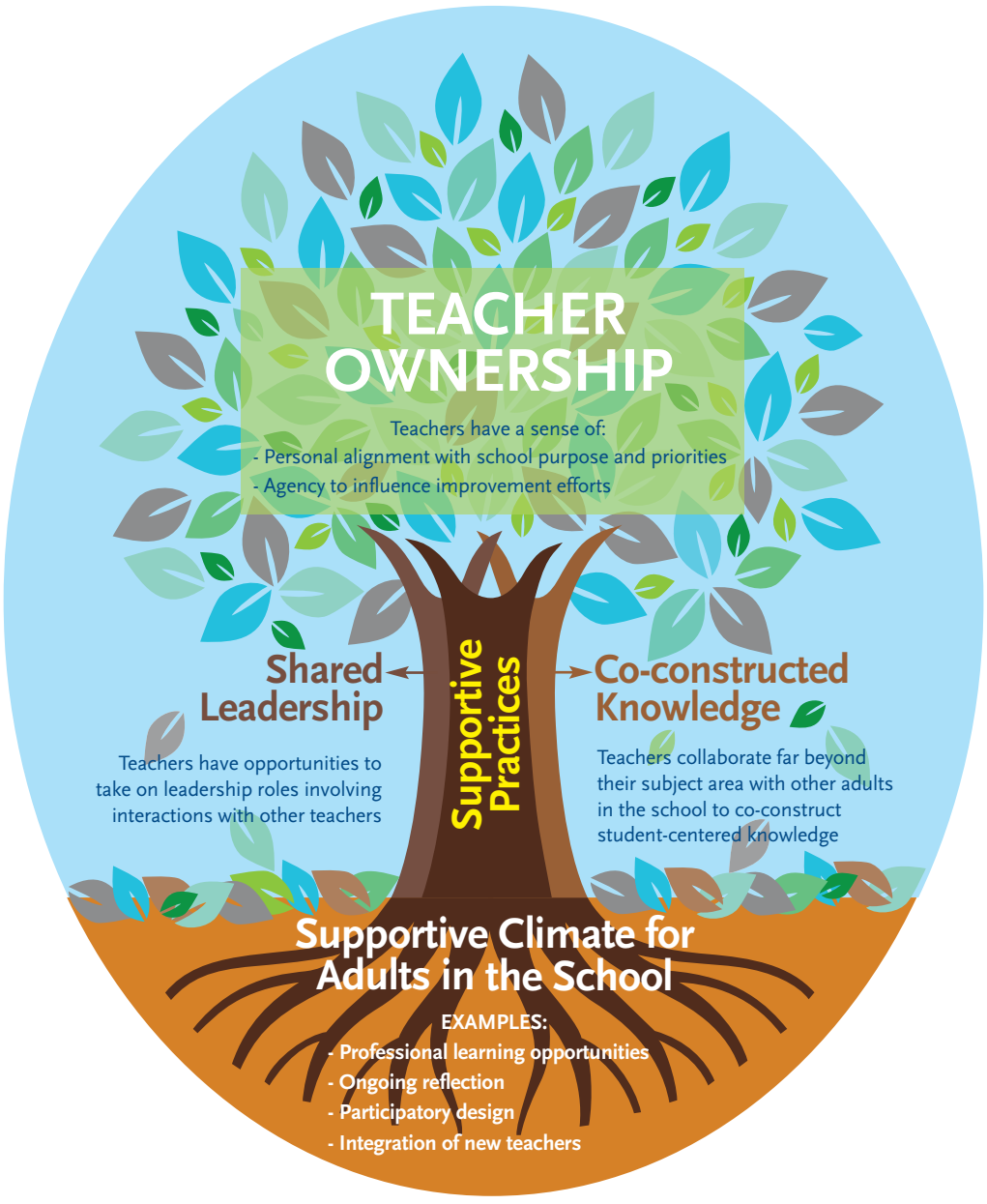
This practice-oriented view emphasized that what is learned through the practice of teaching, leading, and sharing and spreading knowledge contributes to teacher ownership. Ownership of purpose came from a shared understanding of the needs of students, the school, and the community, as well as a sense of empowerment to develop solutions to meet those identified needs. The development and maintenance of teacher ownership was also supported by a school climate that not only provided the space and time for teachers to co-construct knowledge and share leadership, but also created an environment that allowed teachers to effectively work together to create cohesion and a shared commitment to meet the school's goals and

priorities.[24] In particular, structures and practices were in place that supported and inspired relationship-building and trust among teachers and that recognized their role as the primary contributors to the school's culture and climate.

Teacher ownership and the practices that support it reinforce each other to sustain a cycle of continual improvement, as represented in Figure 1. The development of teacher ownership relies on a set of practices, conditions, and infrastructures that, in turn, build individual and collective capacity and thus efficacy. Teacher ownership then influences the development and sustenance of supportive practices and supportive climate for adults in the school, thus reinforcing the cycle.

[24] School climate is understood here as encompassing a range of areas that influence the school's life and reflect its goals, values, relationships, teaching and learning practices, and organizational structures. For more information see Thapa et al. 2012.

FIGURE 1. Supporting and Maintaining Teacher Ownership



CO-CONSTRUCTED TEACHER KNOWLEDGE

Within case study and survey schools, we found that teacher ownership was supported through teachers' knowledge. Specifically, the opportunity for teachers to co-construct knowledge that was comprehensive and collaborative was identified as contributing to teacher ownership. Teacher knowledge was not viewed or defined narrowly as expertise in classroom content, pedagogical expertise, and skills, but rather took on an expansive definition that included an understanding both of how students learn and the context in which students and teachers learn (Ben-Peretz 2011; Darling-Hammond 2016).[25] In particular, teacher knowledge, as defined here and understood across sites, included developing an understanding of student, family, and community needs and an understanding of the strategies that could best meet those needs. This practice-oriented view underscored what was learned through the practices of teaching, developing relationships with a range of stakeholders within and beyond the school setting, and learning from and sharing ideas and resources with individuals who share the responsibility for students' learning.

Interviews made evident how teacher knowledge contributed to teachers' sense of ownership. Across case study sites, teachers made clear that their goal for learning extended far beyond gaining information regarding their particular subject area (traditional models of knowledge) to include how to collaborate and work with other adults, how to provide meaningful feedback, how to work with families and community members, and how to shape and lead school improvement efforts. For example, a teacher at STEM shared:

> [Leadership should] continue to work on fostering the strengths of certain faculty members and developing them specifically as leaders. Not just experts in their field that they're teaching in, or a specific skill set, but in a skill set of being a leader, because I think that's a very specific skill set, and sometimes we don't develop that in our teachers and give them strategies to do that.

Teachers also stressed that sources of knowledge extended beyond school walls. For example, a teacher at SJH spoke about his "very solid network of social justice educators," that included individuals from across the city. A teacher from STEM shared:

> I seek out people that I think might have expertise or may be going through similar circumstances or experiences in terms of the students that they are dealing with. I also seek out people who are involved in the industry sector that our school is aligned to. I want to know what they think of our curriculum and what we're doing.

Indeed, as is explored in the next section, teachers looked to a network of support both within and beyond the school setting to broaden their understanding of the approach and to develop a skill set that would enable them to implement, shape, and lead.

Teachers' Network of Support

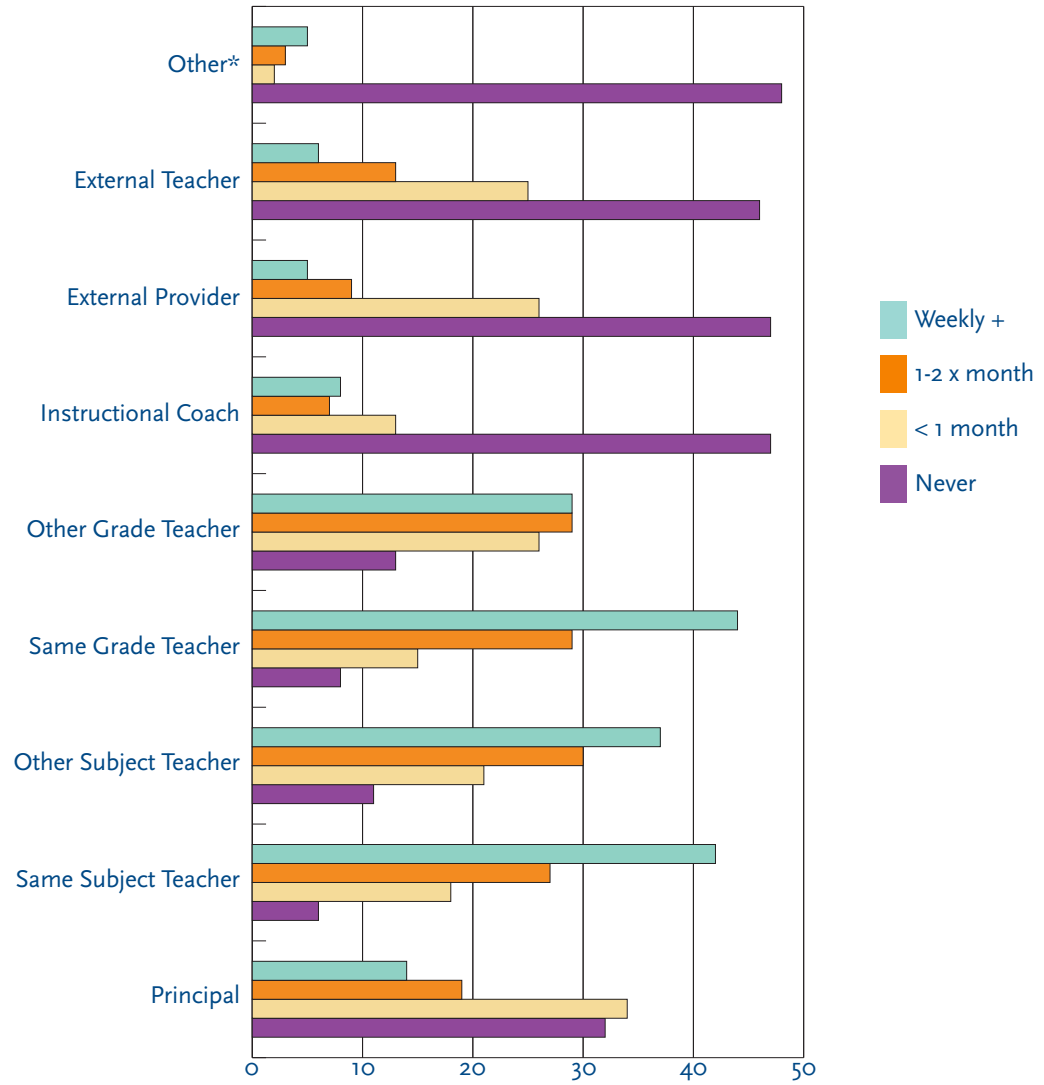
When we asked teachers to reflect on who participated in the co-construction of knowledge, they indicated that they learned primarily from other teachers at their school site. As shown in Figure 2, teachers regularly turned to their peers to strengthen their practice – in particular, those working in the same subject area and same grade level. When asked why they went to those particular individuals for advice, approximately 60 percent of teachers reported seeking advice from teachers in the same subject area due to their knowledge and expertise. "Trust" followed with 42 percent of teachers indicating that they sought the advice of same-subject teachers because they trusted their advice.

[25] For more on this broadening definition of teacher knowledge, see Ben-Peretz 2011 and Darling-Hammond 2016.

Also, as shown in Figure 2, teachers sought advice from principals, external educators, external providers, and instructional coaches with less frequency than same-site teachers. Approximately two-thirds of teachers indicated that they sought advice from principals less than once a month or never.

Teachers made clear that these opportunities to learn were collaborative rather than one-sided, where they not only gained knowledge but shared knowledge as well. When asked how many teachers at their school "strive for continual improvement through collaborative strategies," 77 percent of teachers responded that more than half or nearly all of their colleagues practiced collaborative strategies. Indeed, teachers attributed their support networks to a school culture that fostered collaboration and peer-to-peer learning. In describing the multiple ways that they collaborated with others throughout

FIGURE 2. Teachers' Professional Network



*Coordinators, specialists, own experience, publishers, Twitter, students, mentor, and industry partners

the school day, some teachers discussed co-teaching or co-planning lessons. Several teachers discussed meeting within grade-level or interdisciplinary teams to learn from one another and plan projects for their classrooms. One teacher from Global Studies shared: "We're a pretty collaborative staff. There is an expectation that your door is always open and that you will help everybody and that you ask for help." Teachers also learned through informal opportunities, with approximately two-thirds of all teachers indicating that they met informally with other teachers to seek advice at least once a week.

Regarding levels of influence, teachers were most influenced by other teachers. As Table 4 shows, almost three-fourths of teachers indicated that fellow subject teachers were "influential" or "extremely influential," and two-thirds indicated that teachers at the same grade level were "influential" or "extremely influential" in changing or improving their teaching practices. Although teachers did not reach out to principals with the same level of frequency, they were clearly an influence on teachers' practices, with 59 percent of teachers indicating that administrators were "influential" or "extremely influential." Individuals external to the school site, including other teachers and external providers, were less influential in changing or improving teachers' practices or skills.

While in-school peers and colleagues seemed to have the greatest influence on teachers, participants described a range of opportunities to develop knowledge outside the school setting. As shown in

TABLE 4. Influencers on Teaching Practices and/or Skills (n=176)

How influential is the following individual's advice in changing or improving your teaching practices and/or skills?	
	Percentage of teachers that responded "influential" or "extremely influential"
Same-subject teacher	72%
Same-grade-level teacher	66%
Other-subject teacher	63%
Principal	59%
Other-grade-level teacher	58%
Instructional coach	57%
Assistant principal	39%
Teacher at another school	33%
External service or technical provider	23%
Administrator at another school	10%
Other*	7%

*Coordinators, specialists, own experience, publishers, Twitter, students, mentor, and industry partners.

Table 5, three-fourths of all teachers indicated that they had opportunities to attend workshops or meetings outside school to improve instruction and learn new strategies. Yet, less than half of all teachers surveyed indicated that they had the opportunity to learn from teachers outside their school setting, and even fewer (17 percent) indicated that they had opportunities to learn through externships.

Seventy-two percent of teachers indicated that their school had partnerships with external providers, intermediaries, or community-based organizations that provided assistance in meeting the school's priorities. However, teachers did not rely on external partners to strengthen their teaching practices or skills.[26] Interviews with teachers substantiated these findings. Teachers indicated that opportunities to extend their support network beyond the school site were present but were insufficient. As one teacher at Global Studies lamented, even tapping into resources and networks within the same learning complex[27] is difficult:

> We have talked about . . . get[ting] one of the other schools on our complex to go to some of the trainings, and then I had offered my coaching services for some of them, but that never got off the ground. It makes me sad. . . . There are potentially all these other resources on this campus that we're not tapping into.

Most important, networks of support among teachers sent a significant message to school staff that they were not alone in ensuring the success of their students, and together they could co-construct knowledge to meet the needs of students, families, and the community. Further, survey and interview data indicated that teachers relied heavily on their internal networks and identified the need to grow their network of support beyond their school sites.

[26] Survey findings revealed that teachers more readily identified direct services provided by partners (e.g., tutoring, remedial assistance, summer learning opportunities, academic enrichment, student mentoring, college access services, youth empowerment activities, and student and family health, mental health, and wellness services) than training or other types of services. Direct services assisted teachers in ensuring students could come to school ready to learn and gain access to learning opportunities beyond the traditional school day.

[27] The Los Angeles School of Global Studies shares the Miguel Contreras Learning Complex with three small learning communities.

TABLE 5. Opportunities to learn identified by teachers (n=176)

	All teachers	Community schools	Linked Learning	Promise Neighborhoods
Attend workshops or meetings outside of school to improve your instruction or learn new strategies	75%	74%	72%	80%
Learn from other teachers outside of your school	49%	45%	56%	52%
Work with teachers at other school sites to develop materials, projects, or activities	42%	40%	47%	46%
Participate in externships	17%	12%	20%	18%

SHARED LEADERSHIP

Similar to teacher opportunities to co-construct knowledge, teacher opportunities for leadership across survey and case study schools were seen as collective and democratic. Leadership was not viewed as limited to administrators or to those teachers serving in formal positions, but it was viewed as a collective process of "reculturing" schools in order to maximize teachers' instructional expertise and realize change (York-Barr & Duke 2004; Elmore 2000; Spillane, Halverson & Diamond 2001).

As with opportunities to learn and gain knowledge, teachers across Promise Neighborhoods, community schools, and Linked Learning sites indicated that they were provided opportunities to take on a range of leadership roles at their school. Further, teachers expressed that effective implementation of these approaches required shared leadership. Approximately three-fourths of all teachers surveyed indicated that they assumed a role or responsibility outside their primary role in the classroom, and 89 percent of teachers "agreed" or "strongly agreed" that they felt encouraged and supported to take on leadership roles. These findings correspond with interview data wherein teachers shared that all teachers were seen as leaders and all were provided the opportunity to lead. According to one teacher at SJH:

> If you feel like one of your strengths [is needed], . . . take the lead. . . . It's not a matter of approval. It's a matter of making sure people understand that they are empowered . . . . Instead of waiting for an administrator to come up with the plan, just do it.

Administrators across sites were equally committed to shared leadership. Based on surveys of administrators, 93 percent "agreed" or "strongly agreed" that they were committed to sharing decision-making with teachers, and 93 percent "agreed" or "strongly agreed" that they collaborated with teachers to make the school run effectively. Within case study sites, principals expressed their commitment to shared leadership and indicated that shared responsibility contributed to ownership. An administrator from SJH observed:

> Pushing back on people . . . creates ownership, and it also creates this culture of innovation where you have to take care of this problem. You have voice.

Based on our study findings, shared leadership across sites involved both the belief that all voices and opinions mattered *and* a system of structures and practices that made sure voices and opinions could be expressed and heard across the collective. This notion of shared leadership, as discussed further in the following sections, is supported by the environment or school climate that allowed teachers to break down barriers (among themselves and between themselves and administrators), permitted teachers to establish relationships with one another and provided them with the authority to assemble the resources and support needed to improve students' educational experiences and outcomes, all contributing to a shared sense of ownership. Teacher leaders were those individuals within the school setting who maintained a focus on student learning, engaged others in a shared vision and meaning of the school's purpose, and worked together to meet shared goals. As identified across study sites, leadership was the expectation for all teachers. Teachers and administrators acknowledged that matching individual strengths, interests, and skill sets to this expectation of shared leadership maximized capacity and resources. See the sidebar for a description of shared leadership across case study sites.

What Does Shared Leadership Look Like across Case Study Sites?

Case study schools offer a broad range of teacher leadership opportunities: from the core structure and administration of the school, relationships between the school and families, and relationships between teachers, to specific support for groups of students. For teachers across sites, sharing leadership means that their input can make a difference in the school environment and in students' trajectories. However, distinctions across sites regarding the meaning of leadership opportunities point to the importance of the context and culture of each school.

SOCIAL JUSTICE HUMANITAS. The teachers at Social Justice Humanitas describe leadership as a moral commitment that is directly connected to the equity-minded mission and goals of the school. In the case of teacher leadership, empowerment seems to be a school priority. Social Justice Humanitas operates under the belief that since teachers are closest to the students, they have the best sense of student and school needs. This belief is coupled with strong support from the administration for teachers to implement changes in the school and classrooms. One teacher noted: "Our administration is really good about encouraging and fostering this ability to any teacher to try pretty much anything that they want to try. So, that is the culture here." Related to this, when teachers share concerns with the administration about improvements they would like to make, they are commonly encouraged to develop and implement a solution. One administrator at Social Justice Humanitas spoke of a teacher who implemented an after-school program. He observed:

> Instead of waiting for an administrator to come up with a plan to do it, they just either do it or let us know. "I see this problem and I think I have a solution. Can I do this or can someone help me do this?" And it is just a matter of feeling empowered and understanding. That's why we have this model, so you don't have to wait for someone up chain to give you approval.

Here, teacher leadership – defined by teachers' ability to develop and implement solutions to challenges – is part of the design of the school. The school prioritizes teachers as leaders, which contributes to teacher ownership.

STEM. Teachers at STEM describe an institutionalized process for shared leadership. During faculty and community meetings, ideas evolve and solutions are proposed; they are acted on if consensus is met. Teacher leadership exists in the development of ideas and solutions as well as in deciding what gets prioritized. Further, as one teacher shared, the fact that all teachers are asked to sit on a committee "creates a culture of shared vision and ownership . . . and that's the great part." Teachers commented that the school's decision-making model creates "true teacher input and voices, which is very different for a public school." An example of STEM's shared leadership process was described by a teacher:

> All the teachers noticed the failure rate and graduation rate. . . . The principal asked us to look into several ways of addressing this. We explored. We came back with mastery-based learning, brought that to the faculty as an introduction before the school year ended, gave them a book to read. They looked into it. Everyone seemed to like it. We took a vote. There was a consensus around shifting our grading practices, and now we are exploring that further through additional training. Everything is very consensus based, and if anybody wants to change anything, everyone has to agree.

Teachers explained that learning to lead at STEM takes time. Although teachers are expected to sit on committees and participate in "leadership" from the outset, a teacher commented that it took her a bit of time to find her voice, as she sat on different committees each year until she found a place where she could best use her experience, skills, and voice.

GLOBAL STUDIES. At Global Studies the opportunity to lead is coupled with a need for increased capacity. Teachers expressed that their ideas and opinions are valued and that they can propose and implement changes at the school. As one teacher stated, "I think there are opportunities for everyone's voice to be heard if they want it to be." However, she went on to explain that some teachers, especially new ones, feel left out of the process because they are overwhelmed: "How can you be thinking about the big picture and other things when you're thinking about what is happening in your own little bubble of a classroom?" As a result, the teacher lamented, it is often the same teachers who take the lead.

Like many schools in the district, Global Studies was hit hard by the LAUSD's budget crisis. The school struggled to stave off pink slips but repeatedly lost a group of core teachers who had been a part of the school's development and had established an understanding and a sense of ownership. According to the administration and staff, the school's current goal is to "teach other teachers how to do things, to step up, and take on new positions." Teachers shared that it is only by stepping out of the classroom, learning from other teachers, sharing knowledge through leadership, and providing necessary resources and support structures that their collective goals can be met. In this way, Global Studies will reconstruct a cadre of teachers who not only feel that they have a voice in shaping the school but feel as though they have a true opportunity to assert their voice and lead the school's improvement efforts.

Administrators as Teacher Leaders

School-site administrators played a vital role in creating an environment that supported shared teacher leadership. At all three case study schools, participating administrators self-identified as "teacher leaders." They referred to their own teaching experience, the fact that they once served as a teacher at the site, or their role in the school's development and design as undergirding a commitment to shared leadership. As the principal from SJH shared, "I think I have been an effective principal because I think like a teacher, because I am a teacher." Principals viewed their roles as supporting teachers rather than managing them. Indeed, administrators defined their biggest leadership responsibility as ensuring that teachers have time to focus on their classroom practice and establishing a clear focus on the school's shared purpose in collaboration with teachers.

In an interview, a STEM teacher discussed his view of the administration's role:

> The administrative role at STEM has never been a traditional administrative role. Never. The faculty has always been pretty united and has steered the ship. . . . When you get someone who has that distributive leadership model and doesn't necessarily want to be in charge but is steering the ship alongside everyone else, then it works.

Administrators who identified as teacher leaders enabled teachers to see themselves as a critical part of the overall school environment and as leaders themselves. To accomplish this, administrators assisted teachers in identifying their strengths, interests, and skills and assisted them in spreading their knowledge and expertise. As such, administrators as teacher leaders also contributed to a collaborative environment where teachers could learn from each other, depend on each other, and come to an understanding that they were not alone on this "ship."

Across survey sites, teachers indicated that they felt a sense of support and collaboration from their administration. Over three-fourths of teachers surveyed indicated that they "agreed" or "strongly agreed" that school leadership were committed to shared decision-making, collaborated with teachers to make the school run effectively, and tried to understand teachers' views and experiences before suggesting new ways of doing things.

Creating a School Climate That Supports Teacher Ownership

The following practices contributed to creating a school environment that enabled teachers to co-construct knowledge *and* share in the leadership of the school, which in turn supported teacher ownership. The practices we describe below inspired teachers to work together to create cohesion and to share in a commitment to meet the school's goals and priorities. Further, we found that co-constructed knowledge and shared leadership intersected through these practices. These practices included: teachers' participation in the school's establishment and design; ongoing reflection; a range of opportunities for professional learning; and ongoing recruitment and onboarding of teachers.

PARTICIPATORY DESIGN

Across case study sites, teachers indicated that they were part of a team that "molded and defined" the school, its mission, and its vision. At SJH, for example, a teacher shared:

> I was lucky to be on the design team for this school, so I helped write the school plan. And I don't think I've ever worked on something that I felt so philosophically aligned with. . . . The "why" of what we do is what my "why" is, so it's really meaningful work.

When teachers had the opportunity to be part of the design of a school, they felt as though they had ownership – they felt a sense of alignment between their individual priorities and that of the collective, and they identified their voice and agency in its creation and implementation. These teachers recognized that they not only played a critical role in establishing the school but maintained responsibility for ensuring the school continued to meet its purpose and to evolve to meet the changing needs of students, families, and the community. As one STEM teacher indicated, the design process does not stop once the school gets off the ground: "teachers have collaborated to build the school and work as a team across the board."

Forming part of a design team was not an experience unique to case study teachers; more than one-fifth of all teachers surveyed indicated that they participated in their school's design.

ONGOING REFLECTION

Across sites, teachers indicated that one of the most powerful practices they engaged in was ongoing collective reflection. Teachers discussed that ongoing reflection provided a critical opportunity to think about their own classroom practice as well as collective efforts to meet school goals, and to develop strategies for improvement. As a teacher from Global Studies shared:

> The most important thing . . . is self-reflection. [Teachers] can think about what is happening in the classroom and what they need to change to have the students be more successful. And then on the bigger picture, "Okay what do I need to change for next year?" And then on the bigger scale schoolwide, "What do we need to change to help all our students or our school achieve what we want to achieve?" That is the biggest thing.

Reflection was accomplished through a range of formal structures – common planning meetings, observations, professional development, etc. – that all shared the goal of addressing the collective capacity and coherence of the school. Reflection was particularly important because of the variability across sites implementing Linked Learning, community schools, and Promise Neighborhoods approaches, as well as the flexibility required to meet the needs of individual school contexts. Teachers at all three case study schools described end-of-the-year reflection meetings that took into consideration students' evolving needs and interests and current strategies to meet those needs and interests. A teacher at SJH noted that "room for innovation" required collective reflection:

> As a school we tend to talk about what we believe . . . . There is a lot of pause [about] what we're doing, pause [about] the down and dirty stuff, and what do we value, what is important right now. There is time to reflect a lot, whether it's in observation, in PD [professional development], time with colleagues. Because we have so much room for innovation, I think that always the first step is, "Well, what do we want to do? What is our vision?" and making sure there is alignment.

For teachers at pilot schools (which made up 41 percent of participating teachers), the Elect-to-Work Agreement (EWA) served as a built-in opportunity for reflection.[28] Teachers used the mission and goals of the school as a guide to write and revise the EWA annually in order to align teachers' responsibilities and expectations with the needs of the school. This process allowed teachers to reflect

[28] At the core of the pilot school model is the idea that schools should be teacher led, allowing teachers within pilot schools the autonomy to make decisions about staffing, budget, curriculum and assessment, governance, and school calendar. Teachers also have the power to shape and change the mission, vision, and goals of the school through an annual review of the Elect-to-Work Agreement.

on the purpose of the school, determine how they could make it a reality, and recommit to its purpose. Teachers at case study schools indicated that this structure was particularly important in developing ownership, as an SJH teacher said:

> We write the vision. We revisit it every year. And so we always have to ask ourselves, do I still follow it? Do I believe in this vision? And every year we all say, "Yeah, we believe in that." Because we're a school led by teachers . . . we felt very strongly that the teacher voice needed to be there.

The process of collective reflection provided an opportunity for individuals to assess their own educational philosophy and values with respect to those of the collective. Collective reflection and action also provided an opportunity to make ongoing changes and revisions to the vision to ensure it continued to serve the needs of students, families, and teachers.

A RANGE OF PROFESSIONAL LEARNING OPPORTUNITIES

> I have never seen a more effective PD [professional development] happen in my life. . . . They get down to business so well because they are teacher-run PDs. . . . We take turns running the PDs. . . . Everything really goes back to the principles that this school is built on. (STEM teacher)

Interviews and observations conducted at case study sites revealed that teachers viewed professional learning opportunities as a venue to voice concerns and problem-solve collectively and as a space where they could learn and practice a range of skills and share in leadership. Across sites, teachers described teacher-led professional development (PD), for example, as an opportunity to reflect on how best to meet the current needs of students and teachers, discuss the overall purpose of the school, and share best practices. Teachers were also given the freedom to innovate and advance practices that they felt would be effective and, hence, contribute to both the co-construction of knowledge and shared leadership. At STEM, a teacher shared how all teachers – veteran and new – gained from these opportunities:

> I'm really fortunate that we work with an amazing group of teachers. . . . They're always trying new things, and it doesn't matter if they've been teaching for twenty-five years or they've been teaching for two years. . . . I think that mentality engenders this, like, "Oh, I tried this, and it was really cool. Do you want to see?"

When asked a series of questions about professional learning opportunities, approximately two-thirds of teachers surveyed indicated that they "agreed" or "strongly agreed" that such opportunities contributed to a sense of ownership by increasing alignment between practice and purpose and by enhancing teachers' ability to learn about and implement strategies that meet the needs of students.[29] In particular, teachers indicated that they felt professional learning opportunities strengthened their ability to meet students' social and emotional needs (67 percent "agreed" or "strongly agreed") and enhanced their ability to implement instructional strategies that met the individual learning needs of students (72 percent "agreed" or "strongly agreed"). In addition, 83 percent of teachers surveyed "agreed" or "strongly agreed" that professional learning opportunities allowed them to think about, try, and evaluate new ideas. Overall, 86 percent of teachers surveyed "agreed" or "strongly agreed" that teachers at their school had opportunities to share successful strategies with one another. We did not identify any differences based on years of experience at the school site or within the district in survey responses

[29] Taken together as a twelve-item scale that measures teacher perception of growth through professional learning, we calculated a Cronbach's alpha for this scale as 0.936, which indicates an excellent internal reliability.

regarding professional learning opportunities; veteran and new teachers alike valued the opportunity to learn from their peers.

As previously discussed, survey and interview data revealed that opportunities to learn extended well beyond formal professional development. Teachers and administrators described multiple structures that allowed teachers to work together to advance the school's purpose and contributed to the sense that teachers are familiar with – and contribute to – the work of other teachers. Common planning time was key to these opportunities for collaboration, with approximately half of all surveyed teachers indicating that they participated in common planning time or collaborated with same-grade level teachers at least once a week. Teachers discussed that having the time to learn what others were doing, to design projects together, to support one another through the development of the project, and to reflect on what works provided a critical opportunity to change course if necessary and to build a sense of ownership. As a STEM administrator shared, everyone knows "what everyone is doing." Indeed, 53 percent of teachers surveyed indicated that they "agreed" or "strongly agreed" that they knew what other teachers were doing/teaching in their classrooms.

In addition to common planning time, teachers across case study sites identified annual staff retreats as an important opportunity to learn from colleagues and co-construct knowledge. Staff retreats facilitated teacher ownership by re-engaging teachers or introducing new teachers to the school's mission. During retreats, through collective reflection and collaboration, teachers built bonds, developed a sense of connection, and felt that they shared a similar level of investment to the school, students, and the community. As one SJH teacher stated:

> A lot of decisions are made when we have our retreat. . . . We do a bit of reflection on the year. And at that moment there are decisions that are made: "Should we do this? Should we change that?" . . . Throughout the year we work on making changes.

Across case study sites, teachers elaborated upon their reliance on these opportunities to gain knowledge. In particular, teachers discussed the importance of an open-door policy, where they could visit their colleague's classrooms and engage in both formal and informal classroom observations. One teacher from SJH identified the expertise of staff and explained how she sought opportunities to develop professionally from these fellow "experts": "One thing that I love to do is not necessarily seek help but seek to grow as a professional when I go observe other teachers." Teachers viewed professional learning opportunities as part of their career continuum that motivated and encouraged them to gain and share knowledge and take on more leadership responsibility.

INTEGRATION OF NEW TEACHERS

Familiarizing new teachers with the purpose of schools was critical to establishing ownership. Across case study sites, a practice that emerged to address this issue was providing existing staff members with the opportunity to participate in hiring. Hiring in some instances was seen as an intentional practice, where a committee representative of the various stakeholders searched for, identified, and hired individuals who demonstrated that they shared the values and beliefs about students and the learning and collaboration processes upheld by the school. An SJH administrator noted that there is not "any way to know how demanding this work is until you're in it," but he acknowledged that the hiring process allowed them to "connect with people who already share the vision." Approximately 60 percent of teachers surveyed indicated that they had an influence in the hiring of teachers at their school site.

Case study schools also made intentional efforts to support and retain new teachers. At Global Studies, for example, teachers developed a protocol for supporting new teachers that included meetings and observations, as well as suggestions for specific training and professional development that would be of assistance to them as they learned about the school's purpose, vision, and strategies. And at SJH, new teachers taught on different days than veteran teachers so that the new teacher could observe veteran teachers on their off-days.

Partnerships also played a role in integrating new teachers. The University of California at Los Angeles (UCLA) and the Center for Powerful Public Schools support teachers in the classroom through the IMPACT Urban Teacher Residency program. At STEM specifically, IMPACT serves as a pipeline of new teachers. IMPACT graduates transition easily into the STEM faculty, having had the opportunity to serve as residents at the school for a year, learning the mission and vision of the school and becoming familiar with the students. IMPACT students (called "fellows") who decide to become teachers at STEM feel a sense of alignment between their teaching philosophy and that of the school. Recruiting teachers from IMPACT is also easier for the school since staff have already had an opportunity to become acquainted with the fellows and appreciate their quick learning curve. According to survey data, approximately one-fifth of teachers across sites were familiar with their school prior to starting as a result of a pre-service experience like IMPACT.

The integration of new teachers served as an important opportunity to build on teachers' knowledge, the co-construction of purpose, and the deepening of ownership. As one STEM teacher noted, this process contributes to an important cycle of sharing:

> I have been really fortunate to be a mentor teacher with UCLA IMPACT. That has allowed me to interact with [UCLA] students that are currently learning methods of practice, and that's really cool, because . . . teaching is not a static thing. There's always research that's coming out about what are the best ways to implement certain pedagogies . . . . Those [new] teachers have shared those instructional practices with the greater faculty. We've encouraged a cycle of sharing.

These strategies and opportunities assisted teachers and administrators in addressing the ongoing challenge of engaging new staff in the co-construction of knowledge and the leadership process.

What Are the Outcomes of Teacher Ownership?

Teacher ownership, as stated at the beginning of the report, is the product and the process of teachers' collective efforts to build knowledge, participate in the development and progression of the school's vision and purpose, create and implement strategies that can effect change, and lead improvement efforts. Within schools implementing Promise Neighborhoods, community school, or Linked Learning approaches, we found that teachers demonstrated high levels of ownership and highlighted a range of opportunities within their sites and broader network to develop ownership.

In the following section, based on study findings, we describe how teacher ownership within schools implementing these approaches can contribute to critical student, school, and system-level outcomes.

TEACHER SATISFACTION AND POSITIVE TEACHER RELATIONSHIPS

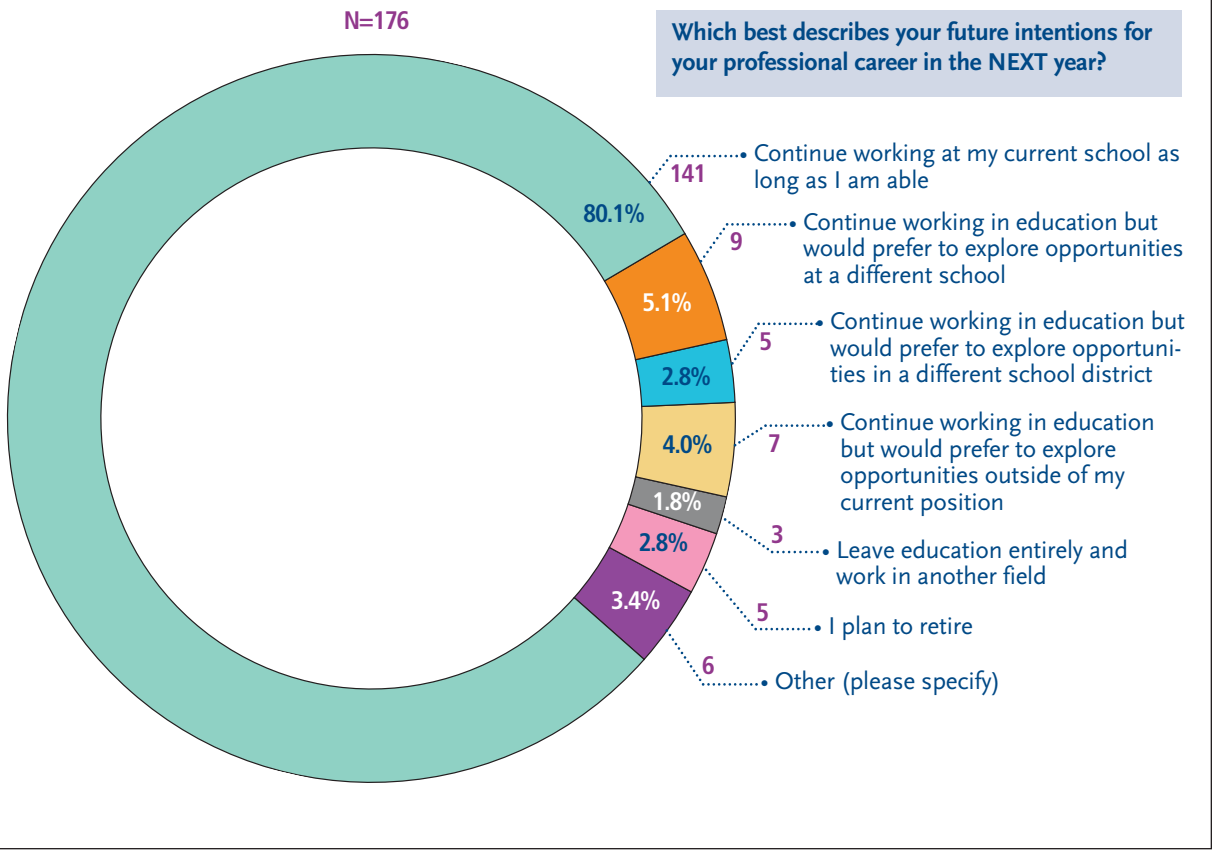
Teachers within participating Linked Learning, Promise Neighborhoods, and community schools indicated high levels of satisfaction with their school settings. When responding to a series of questions regarding satisfaction, taken at scale, approximately three-fourths of all teachers surveyed indicated that they "agreed" or "strongly agreed" that their school setting provided a positive place to work – a place where they looked forward to each working day, a place where they would want their children to attend, a place that was supportive and inviting, a place where they felt valued, and a place where they could make a difference.[30] When asked about future career intentions for the following year, 80 percent of surveyed teachers indicated that they planned to continue working at their current school for as long as possible (see Figure 3). When asked to provide a five-year outlook, 52 percent indicated that they planned to continue working at their current school for as long as possible, and 9 percent indicated that they planned on retiring.

Due to the smaller staff size of participating sites, we did not include teacher turnover rates as an indicator of satisfaction.[31]

[30] Taken together as a nine-item scale that measures teacher satisfaction, we calculated a Cronbach's alpha for this scale as 0.921, which indicates an excellent internal reliability.

[31] The teacher turnover rate is calculated using the number of teachers in the prior school year as the base. Teachers from the prior year's roster that are no longer at the school in the following year are considered "turnover." The LAUSD reported an overall teacher turnover rate of 18 percent for district high schools in 2014-2015. In comparison, participating high schools had an average teacher turnover rate of 20 percent.

FIGURE 3. Teacher Satisfaction Based on Career Intentions



Although it is evident that surveyed teachers indicated high levels of satisfaction, we wanted to understand to what extent satisfaction was associated with teacher ownership. Through statistical analysis, we identified a significant correlation between administrator-teacher collaboration and teacher satisfaction ($r = .61$, $N = 174$, $p < .01$, 2-tailed). Teachers' perceptions of their opportunity to share in decision-making and leadership through collaboration were positively associated with greater teacher satisfaction. We also identified a significant correlation between teachers' perceptions of their own influence in developing school improvement plans/sharing their opinions with other teachers and administrators and teacher satisfaction ($r = .67$, $N = 174$, $p < .01$, 2-tailed).[32]

Similarly, an analysis of survey data indicated that teachers felt positively about the relationships they had established at their school site. As seen in Table 6, more than three-fourths of all teachers surveyed indicated that they "agreed" or "strongly agreed" that they could depend on their colleagues even in difficult situations and that they helped each other do their best. More than two-thirds of all teachers surveyed indicated that they "agreed" or "strongly agreed" that teachers at their school trusted one another.

Teachers who indicated that they have an opportunity to help develop school improvement plans were more likely to indicate positive teacher relationships. Of those teachers who agreed that they have the opportunity to help develop plans for school improvement, 84 percent "agreed" or "strongly agreed" that teachers at their school can depend on each other, even in difficult situations. This is compared with 77 percent of participating teachers overall.

When we compared how teachers at participating Linked Learning, Promise Neighborhoods, and community schools evaluated their relationships, satisfaction and school climate with teachers at LAUSD high schools overall, we found substantial differences. Using the LAUSD School Experience Survey, administered annually, we were able to make comparisons among schools. As shown in Table 7, key findings for participating survey sites indicated that ratings for positive staff relationships were higher for survey schools when compared with LAUSD high schools (85 percent versus 70 percent). Additionally, teacher satisfaction was higher at survey sites when compared with the district average (80 percent versus 66 percent).

[32] See http://www.annenberginstitute.org/publications/GettingToTeacherOwnership/FindingsDetail for a cmplete correlation matrix.

TABLE 6. Teacher Collaboration and Relationship (n=176)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Can depend on each other, even in difficult situations	1%	8%	14%	52%	25%
Trust each other	2%	10%	19%	47%	21%
Are open with each other	1%	8%	20%	51%	19%
Help each other to do their best	1%	6%	15%	53%	24%
Know most of the teachers at this school	0%	3%	10%	40%	45%
Know what other teachers are doing/teaching in their classrooms	3%	18%	24%	41%	12%

As shown in Table 7, LAUSD survey results also indicated that teachers within participating schools indicated feeling as though their teaching environment was a supportive and inviting place to work with high levels of trust and collegiality at higher rates than LAUSD high schools overall (87 percent versus 71 percent). A strong relationship between school climate and teacher ownership is consistent with our understanding that both are informed by the individual and collective experiences of those within the school setting. Staff interviews and survey responses indicated that the two constructs were mutually reinforcing: a strong school climate fostered teacher ownership, and schools where teachers felt a strong sense of ownership contributed to a positive school climate.

TEACHER GROWTH AND DEVELOPMENT

Teachers shared experiences of professional and personal growth across participating survey and case study sites. We identified a significant correlation between opportunities for teachers' shared influence in decision-making and their perception of growth and development through professional learning opportunities ($r = .62$, $N = 174$, $p < .01$, 2-tailed). Teachers' perceptions of their ability to influence decision-making at their school site were associated with a greater sense of professional growth through the opportunities provided. Similarly, we identified a significant correlation between teachers' opportunities to assert their voice and co-construct knowledge through their own influence and their perceptions of growth and development through professional learning opportunities ($r = .70$, $N = 175$, $p < .01$, 2-tailed). Higher levels of teacher voice were positively associated with a greater sense of professional growth through opportunities provided.

These outcomes were also evident through interviews and observations at case study sites. Throughout case study sites, teachers commented on the benefits of working toward ownership. Opportunities to learn from colleagues, to share their ideas

TABLE 7. School Climate – Survey Schools and LAUSD

	Survey schools (% strongly agree, agree)	LAUSD (% strongly agree, agree)
Positive staff relationships*	85% (n = 362)	70% (n = 8,519)
Teacher satisfaction**	80% (n = 220)	66% (n = 5,022)
Positive school climate***	87% (n = 362)	71% (n = 8,573)

Source: LAUSD, 2015 SES Survey.

* Staff were asked to respond using a five-point Likert scale ("almost none" to "nearly all adults") to questions regarding professional relationships, support and respect between colleagues, and teachers' responsibility to improve this school.

** Teachers were asked to respond using a five-point Likert scale ("strongly disagree" to "strongly agree") to questions regarding how they enjoyed teaching at the school, their autonomy to meet students' needs, differentiation of professional development, usefulness of professional development, and helpfulness of current performance reviews.

*** Survey participants were asked to respond using a five-point Likert scale ("strongly disagree" to "strongly agree") to questions regarding teachers' feelings of the school as a supportive and inviting place to work, trust and collegiality, participation in decision-making, comfort talking with the school leadership, and assistance communicating with parents.

(and influence others), and to assume leadership positions contributed to their professional and personal growth. As one SJH teacher shared:

> Governing Council was something I really wanted to do because I wanted to take on more leadership this year. That's something that's a challenge for me. It's definitely outside of my comfort zone . . . . It's a step that I know I need to take in my personal growth as well as my professional growth. I was fortunate enough to have the opportunity to do that here and have support and encouragement from people.

As revealed above, teachers observed that this growth could only happen with the support of other teachers and administrators. This point is underscored by another SJH teacher:

> Being open, being vulnerable, where your weaknesses are and knowing that we all have them. So why not deal with them? . . . She needs help so that's my area of expertise, so I help her. . . . We all want to do better, so let's all help each other do better.

SHARED ACCOUNTABILITY

Increased "openness" and the ability for teachers to establish a voice within their school setting facilitated a system of communication and shared accountability. For example, one STEM teacher explained that when teachers have a chance to share their concerns (and/or weaknesses) the outcome is "constructive dialogue" and the expectation that a range of possible solutions (often based on experiences) will be generated. Indeed, teachers and administrators expressed that high levels of communication and collaboration corresponded with the notion that individuals will act collectively to address concerns and to meet established goals and expectations – that is, increased shared accountability. As one teacher from SJH shared, the expectation is that "a teacher-developed goal" is then "implemented by the teachers."

Teachers and administrators pointed out that the particular approaches being implemented at their schools – Promise Neighborhoods, community schools, and Linked Learning – required teachers to abandon all vestiges of the teacher-alone-in-the-classroom model. Not only do teachers have to work with one another to effectively implement the approach, but they must also work with partners across the community to ensure students' needs are met. As one STEM teacher observed, "Teachers can't really work in isolation anymore." To ensure that all students can accomplish expected learning goals and outcomes, she explained that collective practices have

> engendered a mutual accountability, where teachers, because they rely on one another, have to hold each other accountable towards the same standard of work, and that's been invaluable in moving any sort of new initiative forward.

Survey data support these findings. Survey data revealed that 78 percent of teachers indicated that most teachers at their school site feel responsible for ensuring that *all* students learn.[33]

Positive Student Outcomes

Although this study did not set out to measure student outcomes, interviews with and observations of teachers and administrators kept bringing us back to the fact that students will benefit when teachers have ongoing opportunities to learn from one another (and from their students), practice what they have learned, shape (and reshape) the work through leadership opportunities, and support the ideas behind the school's improvement strategies. As an SJH administrator shared, teacher ownership

[33] Fifty-one percent of teachers surveyed indicated "nearly all teachers" and 28 percent indicated "more than half."

is a way to determine how to "improve and get better . . . to make sure that kids have access to ideas and learning . . . not just a seat."

One way teachers sought to "improve and get better" was through the recognition and appreciation of students' wealth of knowledge and experiences. Teachers viewed students as experts in their own learning and looked to them to directly influence their instructional practices. Teachers discussed a range of practices (e.g., surveys, written and oral feedback, student representation on leadership councils, etc.) that assisted them and their students in a process of co-constructing knowledge. In one instance, a teacher from SJH took responsibility for the fact that many students in his class were failing. He shared with his students, "it would be really easy for me to blame you, . . . but obviously I'm not doing something on my end, so talk to me, write it down." Students responded with concrete suggestions, which he incorporated into his practices. The teacher continued, "It was a very honest conversation, but it wasn't confrontational. It was a collaborative effort between the kids and me." As a result, according to teachers, students began to understand that they could play an important role in shaping and directing their educational experiences and learning. We observed and heard from teachers, across case study sites, how they strived to disrupt traditional power dynamics and assist students in acknowledging and using their voice in shaping and owning their education. As one teacher from SJH shared,

> People can tell me I'm an amazing teacher all day long, but bottom line: the only people who really can say that are my kids, so tell me what can I do better.

Four-fifths of all teachers surveyed indicated that increasing students' ability to have a voice in shaping their own education and learning environment and experiences was a priority.

In addition to increasing students' voice in shaping their educational trajectories, other expected student learning outcomes were identified. Based on limited school- and district-level data, the graduation rate at participating survey and case study sites was higher than the district's overall graduation rate in 2014-2015. Eighty-five percent of students who entered participating high schools four years earlier graduated in 2014-2015, compared with 72 percent of students within LAUSD high schools overall.[34] Similarly, participating high schools reported a dropout rate of 9.4 percent, compared with a dropout rate of 17 percent for the district overall. Participating high schools also reported a slightly higher college preparatory completion rate with a grade of C or better. Fifty percent of students within participating high schools were on track to complete the A-G requirements, compared with 44 percent of students district-wide. And 59 percent of students from participating high schools graduated with successful completion of the A-G requirements (with a grade of C or better), compared with 52 percent of students from LAUSD high schools, district-wide.[35]

[34] Graduation rates, dropout rates, and on-track A-G completion rates included in this report are based on data provided by the LAUSD, which included 122 high schools (omitting continuation high schools, special education centers, hospital schools, and community day schools). For metrics examining twelfth-grade outcomes (graduation rate and dropout rate), only 119 schools were included, since schools without a graduating twelfth-grade class in 2014-2015 were excluded. Data reported for participating high schools only included autonomous schools (data for academies or small learning communities are not recorded).

[35] A-G completion rates for graduating seniors are based on data provided by the California Department of Education, available at: http://dq.cde.ca.gov/dataquest/DistGrad.asp?cSelect=19647330110304--Los+Angeles+Academy+of+Arts+%26+Enterprise+Charter&cChoice=DstGrdEth2&cYear=2014-15&cLevel=District&cTopic=Graduates&myTimeFrame=S&submit1=Submit.

6 Implications for Policy and Practice

Teacher ownership is a process that provides those responsible for change with a voice in creating *and* directing that change – teachers cannot be viewed as simply the implementers. Further, for school- and system-level change, *all* teachers must have a voice in creating and directing that change, and *all* teachers must share an understanding and commitment for that change. Teacher ownership is about building a collective capacity for change, not about the actions or behaviors of individual teachers.

According to interview and survey data of teachers implementing Linked Learning, community schools, or Promise Neighborhoods approaches, teachers within these networks express high levels of teacher ownership. In particular, teachers identify a high level of alignment between their own priorities for what matters in education and those shared by other staff members and the school as a whole, *and* feel that they have a voice in creating, shaping, and sustaining this alignment.

Across participating sites, teachers discuss the importance of space, time, and autonomy to define their schools and to understand if/how the approaches "fit" their schools. Teachers do not view these approaches as "top-down" efforts but more as powerful ideas that require tapping into teachers' knowledge and expertise in order to shape school-wide attitudes, beliefs, norms, and relationships that impact the school's culture and students' learning. Teachers across sites indicate that they have agency to help shape, spread, and implement improvement efforts. More than three-quarters of teachers surveyed indicate that they feel they have a voice at their school, experience high levels of autonomy, can make a difference when it comes to school improvement efforts, and have the opportunity to help develop plans for school improvement efforts.

Our research highlights a range of school-level practices that support teacher ownership. In particular, our study shows that what is learned through the practice of teaching, leading, and learning from others contributes to teacher ownership. Indeed, teacher ownership is the outcome of the following collective practices and processes:

- Opportunities to co-construct student-centered knowledge that extends far beyond particular subject area to include the school context, how to collaborate and work with other adults, how to provide meaningful feedback, and how to shape and lead school improvement efforts.
- Opportunities to lead school improvement efforts and enable teachers to develop positive interactions with each other and provide a venue for continued growth.
- A positive school climate that allows teachers to effectively work together to establish cohesion and a shared commitment to meet the school's goals and priorities. Practices such as participatory design, ongoing reflection, professional learning opportunities, and the integration of new teachers cultivate an environment that provide teachers with the power to continuously shape the mission, vision, and purpose of the school.

Ownership is the product and the process of these increased opportunities for teachers to collectively build knowledge, to participate in the development and progression of the school's vision and purpose, and to collectively create, implement, and lead improvement efforts. We identified a positive relationship between teacher ownership and teacher satisfaction, positive teacher relationships, and a positive school climate. As an outcome of ownership, teachers also shared experiences of individual growth both professionally and personally, and

increased internal accountability. Although this study did not set out to measure student outcomes, interviews with and observations of teachers and administrators kept bringing us back to the fact that students will benefit when teachers have opportunities to continuously learn from one another, reflect on what they learned, shape their work, and evaluate its impact.

Based on our findings and previous research, it is clear that teacher ownership demands our attention. If we are serious about transforming our schools, then we must find ways to engage all teachers in the effort – not just as the implementers, but as the creators and directors of change. Our study of schools implementing Linked Learning, community schools, or Promise Neighborhoods approaches demonstrate that teacher ownership necessitates a shift from individual efforts and achievements to a focus on teamwork, collective practices, and joint accomplishments. Improving practice is a shared endeavor. Building a culture of teacher ownership requires the development of collaborative practices within and across schools so that all teachers can contribute to and define the vision of the school and system.

Teacher ownership is a powerful construct with the potential to create meaningful school- and system-level change. In particular, as our findings show:

- *Teacher ownership takes root in environments where teachers can work together, learn from each other, spread knowledge and ideas, and lead improvement efforts.* The approaches that were at the center of this study – Linked Learning, community schools, and Promise Neighborhoods – create a system in which teachers can build their capacity and facilitate their collaborative work. The approaches provide room for teachers to adjust and inform based on the needs and interests of students, families, and the community.
- *Teacher ownership takes time to develop.* Ownership – for all teachers – does not develop overnight. Teachers indicate that they needed time to learn about, explore, practice, reflect on, and evaluate the effort. These practices lead to sustainable change and improvements. Ownership is maintained when teachers have a clear and shared vision of desired outcomes and are provided the time to assess their progress toward full impact of the whole-school and/or system-level approach. This is especially important to keep in mind in our current climate of education reform, where one idea, program, or innovation is quickly replaced with another.
- *Teacher ownership requires creating balance between classroom responsibilities and efforts to contribute to the collective.* The practices that support co-constructed knowledge and shared leadership (e.g., collaboration, reflection, problem-solving) require time. Schools are struggling to find solutions to this issue; limiting the number of teacher preps was one solution implemented by some case study sites.
- *Teacher ownership breaks down barriers.* Teachers look primarily to other school-site teachers to increase their knowledge of the approach, to improve their practice, and as sources of support. Although challenging, teachers recognize the need to expand learning opportunities and support networks beyond the school setting. If we are seeking ways to create meaningful school- and system-level change, addressing barriers to teachers' learning and broadening teachers' networks of support that allow teachers, leaders, and schools to learn from one another is critical.
- *Teacher ownership cultivates greater investment in students' learning, school outcomes and the community.* When teachers feel as though their voice matters, they can influence collective practices and strategies to meet the needs of students and the community, and have greater degrees of autonomy within their school settings, they are more inclined to feel invested in their school, in the community, and in students' learning.
- *Teacher ownership acknowledges teachers' expertise, knowledge, and skills.* Giving all teachers voice and validation must be a priority if we want to create meaningful school- and system-level change.

Further studies are needed to continue to build on our understanding of the potential of teacher ownership. There is still much to explore and understand in order to ensure that all students have access to teachers who are empowered to provide high quality, enriching, and responsive learning experiences.

7 Recommendations

This study provides the following important insights into the policies that can support and strengthen teacher ownership.

Support improvement efforts that reduce the isolation of teachers.

- At the school level, structures such as cross-curricular projects, common planning time (scheduled during the school day); learning days that allow teachers to observe other teachers in their classroom; professional learning that involves external organizations and providers; and learning retreats work to reduce the isolation of teachers and improve the quality of instruction.
- Districts must identify and support improvement efforts such as Linked Learning, community schools and Promise Neighborhoods that permit and encourage teachers to collaborate with others, across grade levels and subject areas, to improve the quality of teaching and learning.
- Districts must support the formation of strong networks of schools that enable teacher to share their knowledge and expertise with other teachers across the network.
- Districts must identify and support improvement efforts that create authentic bridges and relationships between schools, families, and communities. Approaches like Linked Learning, community schools and Promise Neighborhoods require schools to partner with other organizations to co-construct the school purpose and to meet the full range of students' needs. Providing support for these relationships at the district level helps ensure that all schools can make these connections, and that external partners can build relationships with more than one school site.

Create space, time, and autonomy for teachers to collectively define their school.

- Schools must provide the time, space, and autonomy for teachers to determine if/how particular efforts or approaches "fit" their schools based on their context and needs, and to modify and assess school improvement efforts based on the changing needs of teachers and students.
- Schools must create structures that provide the time, space, and autonomy teachers need to collectively gain in their understanding, support and spread of improvement efforts that align with the purpose of the school. Lack of scheduled time is a barrier commonly reported to collective reflection and learning and to teachers' hesitancy to assume leadership responsibilities. Minimizing the number of preps teachers have during the school day/week is one way of carving out time and space for teachers.

- Districts must provide the space and resources for schools to define their specific purpose. Districts can support schools by identifying and encouraging the implementation of improvement efforts that teachers view as powerful for their students.

Encourage multiple roles for teachers.

- Teachers must be viewed as individuals who can shape, create, and direct efforts.
- Schools must provide a range of high-quality professional learning opportunities (often teacher-led) that extend beyond content knowledge or pedagogical principles. Professional learning opportunities are based on what is learned through the practice of teaching, and the practice of learning from and sharing ideas and resources with individuals (within and beyond the school setting) who share the responsibility for students' learning.
- Schools must support shared teacher leadership that moves beyond formal roles (e.g., department chair, coordinator, etc.). Rather, schools must tap into the knowledge and expertise of all teachers and provide a range of opportunities to use their knowledge and expertise outside of their classroom to assist others and to shape the learning environment. When leadership responsibilities are shared and teachers are involved in decision-making, they report a more collaborative working environment characterized by trust and mutual respect and identify the school as a place that fosters personal and professional growth.
- Schools must support structures and practices like participatory design, ongoing reflection, a range of professional learning opportunities, and the integration of new teachers that encourage all teachers to shape and lead school improvement efforts.
- Districts must support, encourage and fund school-based professional learning opportunities that view and prepare teachers as both learners and as leaders.
- To give recognition and value to the roles and contributions teachers make outside of the classroom, districts must lift teachers' voices district-wide and develop and support district-level teacher leadership efforts.

Ensure adequate and equitable resources are available.

- Districts and states must ensure that all schools have access to the resources needed to develop and sustain teacher ownership. In particular, attention must be paid to shortages of teachers and lack of support personnel that hinder the ability of teachers to look beyond their own classroom to shape and lead improvement efforts and develop ownership.
- In times of economic difficulties and budget shortfalls, districts must re-examine reduction-in-force practices that disrupt the cohesion and collective efforts of schools inequitably.

Evaluate teaching as a shared practice.

- Measures of teacher effectiveness must shift from an individual focus to a collective focus.
- Teacher ownership is about building a collective capacity for change and relies on the opportunity for teachers to learn from and with each other. To support and promote teacher ownership, policy-makers should identify indicators that signal the importance of the collective practices that uphold teacher ownership within accountability systems.
- As state departments of education revise accountability systems to meet the new requirements of the Every Student Succeeds Act (ESSA), teacher ownership can be incorporated into accountability systems by coupling measures of school climate (capturing levels of teacher collaboration, trust and positive teacher relationships) with teacher ownership. Non-academic indicators like teacher ownership underscore the importance of creating learning environments that help students *and* teachers thrive.
- Support research that continues to explore the potential to validly measure teacher ownership.

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