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Typology of Teacher Leadership Programs

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Typology of Teacher Leadership Programs

Abstract
Education leaders are perennially seeking new ways to build the capacity of teachers to enhance learning experiences for all students. Teacher leadership, which we define as teachers' support of the improvement of teaching and learning beyond their own classroom, has long been a source of interest and experimentation (Wenner & Campbell, 2017; York-Barr & Duke, 2004). Teacher leadership recognizes teachers' instructional expertise as an asset for educational improvement, capitalizes upon teachers' relationships with their colleagues to support change, and may provide career advancement opportunities to improve job satisfaction and the professionalization of teaching. For these and other reasons, states, districts, funders and teachers themselves have become increasingly interested in the promise of teacher leadership.

In this study, we map the landscape of teacher leadership programs across the U.S. and identify commonalities and distinctions amongst the range of programs. Using a variety of search approaches to capture publicly-available information, we document 285 state, local, university, and foundation-sponsored programs that use a variety of techniques to support teachers as leaders. We then categorize the forms of support, attending to program models, objectives, sponsorship, and audience.

We identify three major forms of support provided by teacher leadership programs: (1) preparation of teachers with knowledge and skills that can help them to lead; (2) positioning of teachers in leadership roles to capitalize upon their expertise; and (3) recognition of teachers as leaders through awards and other forms of appreciation or acknowledgement. While some programs focus only on one of these approaches, most employed a combination of these forms of support. Based on this, we define seven types of teacher leadership programs and provide an interactive depiction of this typology, with examples, to illustrate the variation within each of the seven types.

While there are undoubtedly programs that escaped our view, as well as homegrown and informal initiatives that we could not document, this systematic search is the broadest scan of the teacher leadership program landscape conducted in the Unites States to date.

Keywords
Teacher Leadership Programs, Credential Programs, Fellowship Programs, Award Programs, Consultancy Programs, Differentiated Work Programs, Communities of Practice, Professional Advancement

Disciplines
Educational Leadership | Other Education | Teacher Education and Professional Development

Comments
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RESEARCH REPORT RR2019-1

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TYPOLOGY OF TEACHER LEADERSHIP PROGRAMS

A SCAN OF U.S. PROGRAMS + INITATIVES THAT SUPPORT TEACHERS TO TAKE NEW AND VARIED ROLES

March 2019

Jill Harrison Berg, Peter Horn, Jonathan A. Supovitz, Jason Margolis

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OVERVIEW

Education leaders are perennially seeking new ways to build the capacity of teachers to enhance learning experiences for all students. Teacher leadership, which we define as teachers' support of the improvement of teaching and learning beyond their own classroom, has long been a source of interest and experimentation (Wenner & Campbell, 2017; York-Barr & Duke, 2004). Teacher leadership recognizes teachers' instructional expertise as an asset for educational improvement, capitalizes upon teachers' relationships with their colleagues to support change, and may provide career advancement opportunities to improve job satisfaction and the professionalization of teaching. For these and other reasons, states, districts, funders and teachers themselves have become increasingly interested in the promise of teacher leadership.

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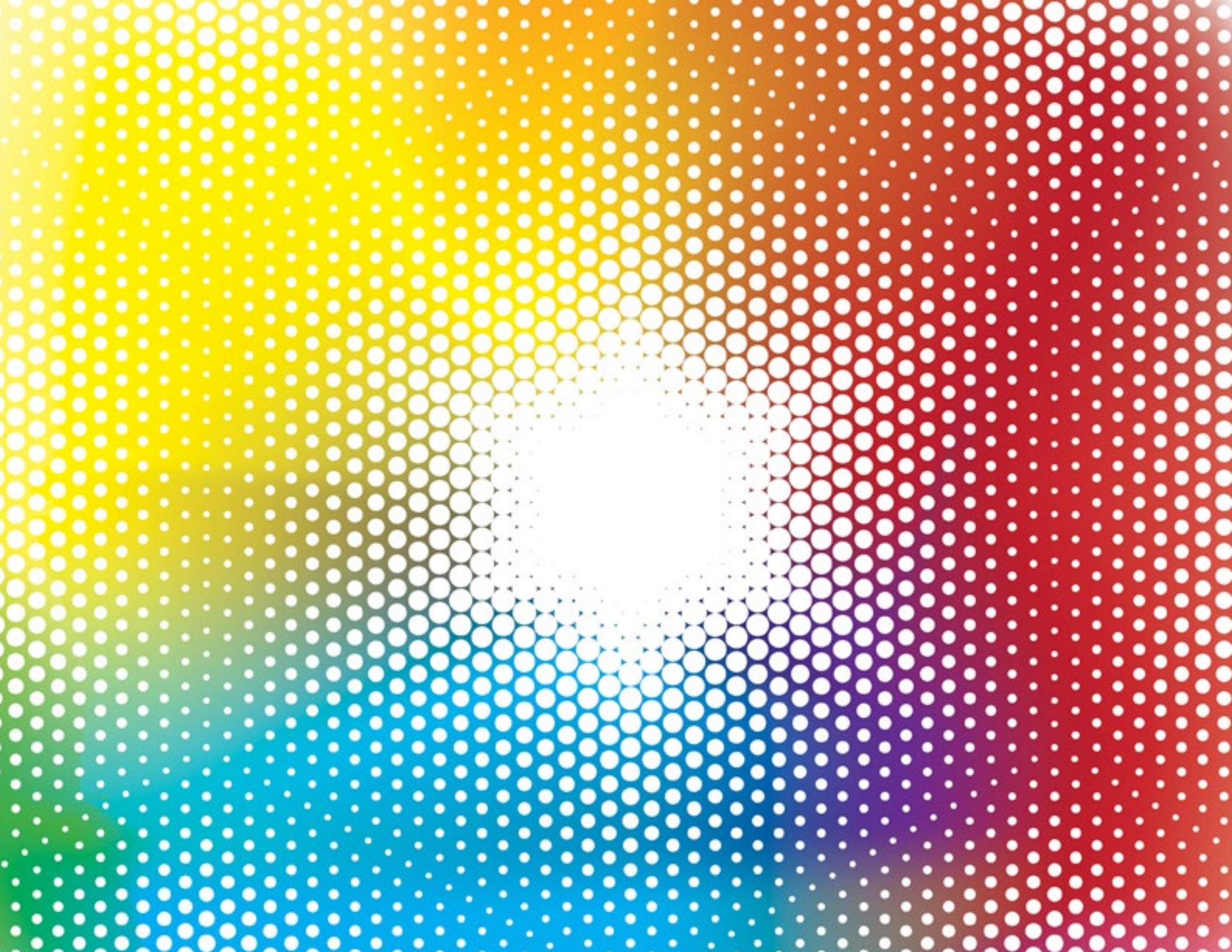

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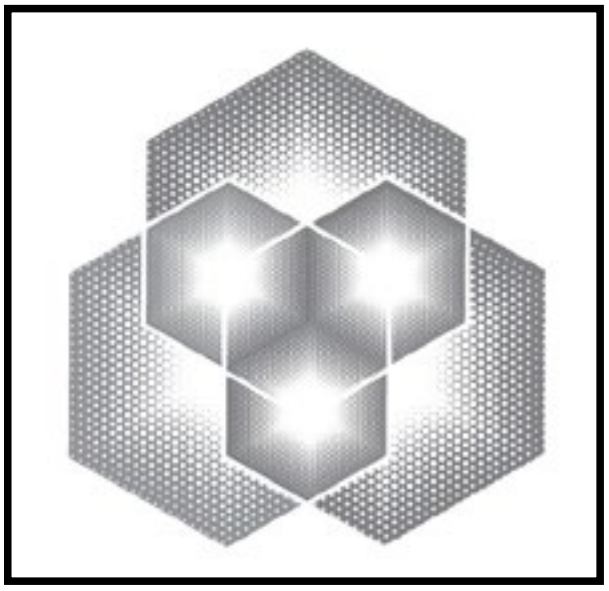

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INTRODUCTION

In the U.S. education environment, where some schools succeed in supporting some students to high levels, yet few schools succeed in educating all students to high levels, the promise of teacher leadership is alluring. Why not utilize experienced teachers—who have instructional knowledge, the respect of their peers, close relationships with students and their families, and an understanding of their school's context—to expand schools' capacity for reaching all students?

For decades, school-, district, and state-level administrators have been encouraged to seek opportunities for developing teacher leadership. Teacher leadership has the potential to tap teachers' instructional expertise as an asset for educational improvement, capitalize upon the teachers' relationships with their colleagues to support positive changes in professional practice, enrich decision-making with teachers' student-centered perspectives, and possibly even provide career advancement opportunities that lead to increased job satisfaction and the professionalization of teaching. Yet still today, education leaders struggle with how to engage teachers as leaders who can play a larger role in increasing students' experiences with high quality teaching and learning. Looking across the landscape of U.S. schools, there are numerous models for supporting teacher leadership, but there is scant evidence about whether any of them make a difference for students (Wenner & Campbell, 2017), and specifically for those students who have the most difference to make up.

To date, there exists no comprehensive inventory identifying programs and initiatives that support teachers as leaders. Indeed, the task of compiling such an inventory is complicated by stakeholders' varied conceptions of teacher leadership and what counts as a program, the rapid proliferation of new programs, and the short life cycle of most programs. Despite these challenges, we set out to map the landscape in a way that would allow us to identify key distinctions among the types of programs and initiatives and to develop informed hypotheses about which types of programs might be likely to have an impact on students' access to high-quality teaching and learning.

This investigation was focused on identifying ***what types of programs and initiatives in the United States education system support teachers to take new and varied leadership roles.***

KEY TERMS

To steer our work, we developed the following definitions:

"Programs and Initiatives" and "Leadership"

Teachers are supported as leaders in many ways, well beyond those entities formally organized as "programs." We considered the range of ways in which teachers might be intended or understood as influencing the quality of teaching and learning beyond their own classrooms, including policies, contracts, credentials, awards, and web-based tools.

"The United States Education System"

Context matters, and teachers work in nested systems that include the classroom, team, school, district, state, region, and country. We took an organizational perspective in the search, tracking where programs were situated within systems and considering their scope of influence. For practical reasons we limited the search to the United States.

"Teachers and Roles"

Some teachers may hold full-release roles in their districts or special assignments with non-profits and other organizations, while others teach full-time or hold hybrid roles. We took the widest possible view of both "teachers" and "teacher leader roles," and tried to consider all ways those with teaching expertise and experience might influence the quality of teaching and learning outside the classroom.

"Support"

In what ways might teacher leadership programs and initiatives assist teachers to assume new and varied leadership roles? With scant guidance from the existing literature, we took a broad perspective on "forms of support" and used the forms that emerged from the scan to inform the typology. After compiling the inventory of programs and initiatives, we sought to identify patterns of support.

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DATA SOURCES

We employed multiple strategies to identify potential candidates for the inventory. First, we tapped into our own networks including partnerships between the Consortium for Policy Research in Education (CPRE) and such organizations as the Education Commission of the States (ECS), the National Association of State Boards of Education (NASBE), the National Governors Association (NGA), and others. Research team members also reached out to a range of other relevant networks, including the Teacher Leadership Congress Network, the University of Florida's Lastinger Center, and the National Board for Professional Teaching Standards.

Second, we conducted an internet search for program websites as well as documented programs within research literature, professional journals, conference programs, Twitter feeds, and online news outlets. Third, we paid special attention to states with licensure regulations or endorsements for teacher leaders, and organizations that support such efforts.

For all of these sources we utilized a "snowball" approach, following leads to identify additional programs and initiatives and collecting key identifying information including program name, primary owner/ sponsor, location of program headquarters (state), program scope (e.g. district, regional, national), and webpage URL. We then visited program websites and retrieved more complete information including program mission, activities, participants, and partners, as well as program logistics such as recruitment, timeline, and cohort size. Such information was not consistently available for all programs.

Between October 2017 and June 2018, we captured over 350 entries in the database. After disqualifying those programs which had ended, we retained 285 programs and initiatives in the inventory.

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ANALYSIS

As we collected teacher leader program data, we entered it into a database that included:

- Program name
- Website (where available)
- Program partners (school/district, state, professional association, higher ed institution, organization, etc.)
- Target of impact (instruction, policy, developing the profession, other)
- Level teacher leader is expected to influence (individual, team, school, district/multi-school, state, national, etc.)
- Program scale (approximate number served)
- Geographic region
- Special focus
- Extrinsic rewards

We then sorted the dataset in various ways, looking for patterns amongst the programs and their attributes. These analyses led first to the three types of program support. Then, as we examined the overlap amongst the three types of support, the fuller typology emerged.

LIMITATIONS

The data collection strategy for collecting information about teacher leadership programs relied primarily upon the internet. This was limiting in that some programs may be unable to establish or maintain a public web presence. We also know that in many schools and districts, teacher leader roles are not organized through formal programs. Additionally, there are a plethora of mentorship programs for early career teachers, and while we have included some of these mentorship programs in the scan for the purposes of representation, we did not chronicle them exhaustively.

For these reasons, while the scan represents the broadest look at teacher leader programs to date, we do not claim that it is exhaustive. For this reason, we have shied away from making statements about the extent to which the 285 programs we have included in this scan are representative of the population of programs in the United States.

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In all, we documented ***285 teacher leadership programs and initiatives*** ***in all 50 U.S. states, Washington, D.C., and Puerto Rico***.

While the final sample may not be representative of all teacher leadership programs in the U.S., it is large enough to give us confidence that we could use it to describe the range of program designs and forms of support these programs provide through these designs. Through our analysis, we observed that programs that offered similar forms of support had program design elements in common, and this led us to define seven types of teacher leadership programs.

RESULTS

PROGRAM DESIGNS | ***FORMS OF SUPPORT*** | ***TYPES OF TEACHER LEADERSHIP PROGRAMS***

PROGRAM DESIGNS

- MODELS
- OBJECTIVES
- SPONSORSHIP
- AUDIENCE

FORMS OF SUPPORT

- *PREPARING TEACHERS AS LEADERS*
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PROGRAM DESIGNS

MODELS | OBJECTIVES | SPONSORSHIP | AUDIENCE

The term "teacher leadership" means many things to many people. The programs and initiatives identified in the scan included such wide-ranging activities as: action research projects for improving teacher leaders' effectiveness as mentors of novice teachers; a for-profit company providing micro-credentials for teacher leaders demonstrating their knowledge of education policy; a state-sponsored grant program funding cross-district networks of teacher leaders to research a topic of their own choosing; and a training program helping principals to create stronger conditions for informal teacher leadership. All of these programs worked to support teachers to lead, though they had different models, objectives, sponsors, and audiences.

In this section we describe the range of teacher leadership program models; the different objectives of teacher leadership programs; the variety of teacher leadership program sponsors; the different target audiences for teacher leadership programs. Each section also includes illustrative examples.

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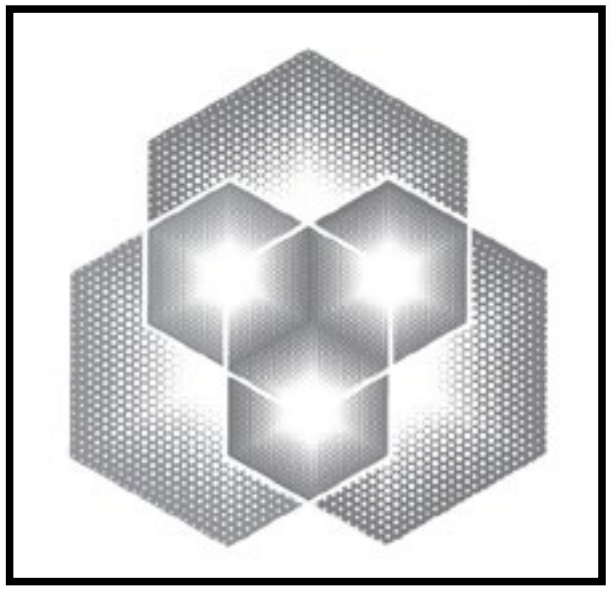

MODELS

Program models in the scan included graduate programs, fellowships, career ladders, etc. The most common type of program model was a graduate degree program or certificate offered by a college or university. These programs aim to prepare teachers with knowledge and skills for leadership roles they might fulfill in their schools and/or districts. While some of these programs were established as district partnerships and linked to roles, for most participants there was no guarantee that teachers would secure a teacher leadership position simply because they obtained this credential. In some states, such as Illinois and Pennsylvania, teachers can obtain a state licensure endorsement in teacher leadership in addition to a degree. In these states, such programs are numerous, while guarantees of a teacher leader role are not.

RANGE OF PROGRAM MODELS

- Masters/CAGs programs
- Certificate programs
- Institutes and academies
- Workshops and courses
- Events
- Networks
- Websites
- Grants
- State licensure endorsements
- Micro-credential programs
- Policy/advocacy initiatives
- Advisory Councils
- Fellowship programs
- Career ladder systems
- Ambassador programs
- Awards programs
- Role training programs
- Communities of Practice
- Action research projects
- School and district initiatives requiring roles or teams

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OBJECTIVES

Some programs were designed to address specific objectives. They might, for example, prepare, position, or recognize teachers to lead within a specific academic subject. In the database, teacher leadership programs focused on Science, Technology, Engineering, and Math (STEM) were the most common subject-specific program, although these tended to be grant-funded and therefore relatively short-lived. We also noted programs designed to prepare teachers as leaders of writing or literacy. Several of these programs required district nomination, in an apparent effort to increase the likelihood that the teacher might be in a position to put their training to use within a teacher leadership role. Some programs focused on supporting teachers' leadership in special subjects like Mandarin or career and technical education. In these programs, teachers were being prepared as regional resources while also establishing them within a professional network that might help sustain their own ongoing professional learning in their uniquely specialized subject.

Teacher leadership has the potential to play an important role in increasing equity, as it enhances the possibility for students to benefit from the professional expertise of more than just the one teacher to whom they are assigned. A few programs in the scan were specifically designed to strengthen teacher collaboration and ameliorate the achievement gap and increase equitable outcomes. Programs did this, for example, by preparing, positioning, and/or recognizing teachers as advocates who direct attention toward, and work to eliminate systemic inequities; as developers of curriculum in which students see themselves and the issues that matter to them; or as instructional leaders supporting implementation of student-centered teaching strategies.

RANGE OF PROGRAM OBJECTIVES

KNOWLEDGE-BASED OBJECTIVE

- Math
- Science
- STEM
- Career and technical education
- Literacy
- Writing

SKILL-BASED OBJECTIVE

- Policy advocacy
- Union leadership
- Mentoring and coaching skills
- Equity and social justice leadership

DISPOSITION-BASED OBJECTIVE

- Satisfaction and retention
- Agency and voice
- Professionalization of teaching

Note: Many programs had multiple objectives.

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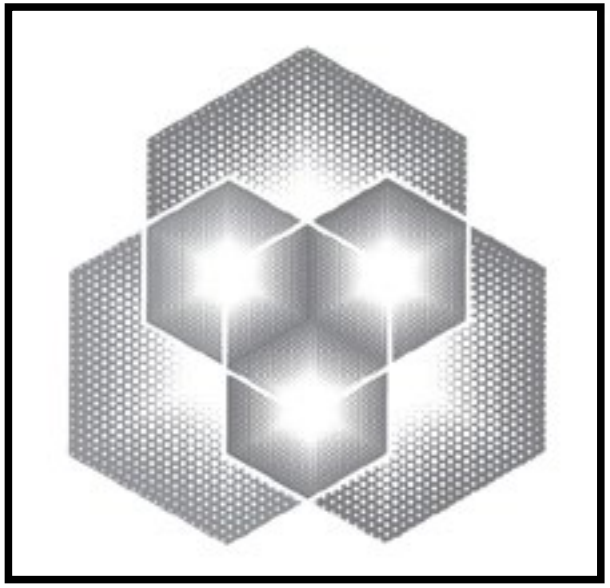

SPONSORSHIP

Support for teacher leadership programs originated with a range of institutions and stakeholders, including districts, unions, non-profit organizations, institutions of higher education, and even teacher leaders themselves. Teacher leadership programs offering a sustained position or role were most often provided by, or in partnership with, a school or district. These roles most often positioned teachers to provide coaching, mentoring, or a range of types of professional learning, and tended to offer teachers some preparation such as orientation and/or regular training. In some districts, these role and training experiences were provided as part of a career ladder that offered increasing levels of leadership responsibility and compensation.

RANGE OF PROGRAM SPONSORS

- School districts (LEAs)
- State education agencies (SEAs)
- US Executive Agencies (Department of Education, Energy, etc.)
- Colleges and universities
- Local, state, and national professional associations and unions
- Foundations
- Non-profit education partners
- For-profit educational organizations (publishers, training companies, etc.)
- Businesses (banks, etc.)
- Civic institutions (museums, baseball teams, libraries, etc.)

Note: Many programs were produced by multi-stakeholder partnerships.

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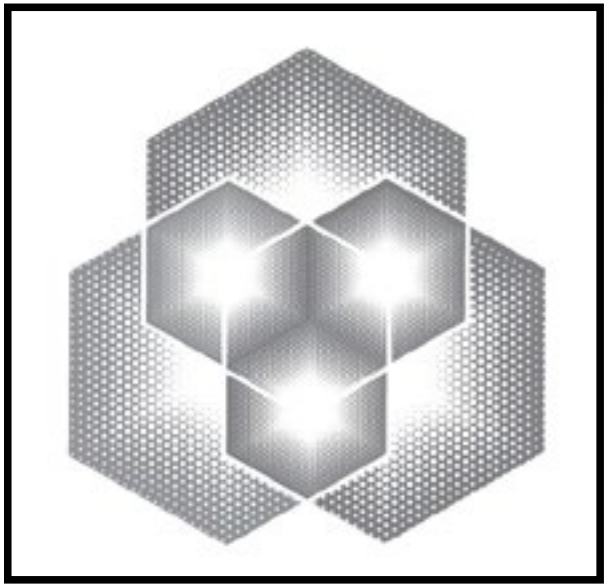

AUDIENCE

Most programs provided direct services to current or aspiring teacher leaders. Whether they prepared, positioned, or recognized teachers for particular roles, the key program activities involved interactions with teachers as leaders. A subset of programs in the sample, however, utilized teacher leaders to target a different teacher audience, such as novice teachers, colleagues in a given subject area, or teachers within a region. Finally, some programs worked on behalf of teacher leaders but did not necessarily working directly with them, for example, by drafting policies that advance teachers as leaders, advocating to school and district leaders for new roles and resources, or preparing administrators to effectively support teacher leadership.

RANGE OF PROGRAM AUDIENCES

DIRECT SERVICES

Program provides services *TO* teacher leaders

Program serves Teacher Leaders, e.g.

- Current
- Aspiring

INDIRECT SERVICES

Program offers services *BY* teacher leaders

Program engages teacher leaders to serve Other Teachers, e.g.

- Novice teachers
- Content area colleagues

Advocate services *FOR* teacher leaders

Program supports teacher leaders by educating Education Leaders, e.g.

- Policymakers
- School and district administrators

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FORMS OF SUPPORT

PREPARE | RECOGNIZE | POSITION

Teachers have held formal and informal leadership roles in their schools since long before this new wave of "teacher leadership programs" emerged. Going back a full century, teachers have influenced the quality of teaching and learning beyond their own classrooms by assuming department chair positions, mentoring colleagues, and taking the lead in developing curricular materials (Bobbitt, 1921; Carney, 1912; Cubberley, 1923; Foght, 1917). What value, then, do today's teacher leadership programs intend to offer? In what ways do these programs aim to support teachers to take on new and various roles?

The programs and initiatives in the sample supported teachers to take on new and varied leadership roles in one or more of the three following ways:

- ***PREPARING TEACHERS AS LEADERS***
- ***RECOGNIZING TEACHERS AS LEADERS***
- ***POSITIONING TEACHERS AS LEADERS***

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PREPARING TEACHERS AS LEADERS

The majority of programs in the sample involved preparing teachers for new and varied roles by extending their knowledge and skills. Where the roles were defined, capacity-building efforts could target the knowledge and skills needed for those roles with role-relevant training. In most cases, however, programs did not target a defined role or were not designed to address specific actions or approaches teacher leaders would need to employ. Across the sample, programs provided generic leadership skill development, role-relevant training, or a combination of both.

Programs and initiatives that had a focus on ***generic leadership development*** were designed to bolster the knowledge and skills teachers might need for any potential leadership role. In the sample, such programs were aligned to existing skills frameworks[1] or were based upon leadership competency lists of their own design. They sometimes also served as pathways to other certifications such as NBPTS board certification or school administration licensure.

Programs and initiatives that provided ***role-relevant skill-building*** opportunities were focused on bolstering the knowledge and skills required for a particular role (e.g., coaching, mentoring, advocacy), for leadership in a specific content area (e.g., science or career-technical education), or for guiding colleagues in a single approach or curriculum (e.g., evidence-based argumentation, culturally-responsive teaching, ReadingFirst).

1 The skills frameworks commonly used by programs to guide leadership development for teachers were: Teacher Leadership Skills Framework (Center for Strengthening the Teaching Profession, 2009); Teacher Leader Model Standards (ETS Teacher Leadership Exploratory Consortium, 2011); and Teacher Leader Initiative Competencies (NBPTS, NEA, and CTQ, 2014).

RECOGNIZING TEACHERS AS LEADERS

Some programs and initiatives supported teachers by recognizing their leadership abilities and holding designated teachers up as models who might guide or influence their peers. Although the criteria for recognition were not always clear, they may have included mastery of essential knowledge and skills, demonstration of valued dispositions and commitments, or evidence of desired outcomes and impact. Public recognition was extended to teachers in three ways: bestowing an award, conferring a credential, and/or offering an opportunity for influence.

Some programs provided recognition to teachers—sometimes taking these teachers by complete surprise—by ***bestowing awards***. Teachers were selected for these awards by others who identified them as the kind of professional whose lead their colleagues should follow. Prizes took many forms, including a plaque from the school committee, a prime spot in the school parking lot, or significant monetary prizes of as much as $25,000.

Some programs established standards or competencies and recognized teachers who demonstrably met them by ***conferring credentials***. Unlike awards, credentials were pursued by teachers themselves. The financial or professional benefits of earning a credential varied from district to district and state to state, but, generally, where the programs' standards were aligned to local goals, credentialled teacher leaders were more likely to also receive a financial bonus and/or be asked to take on an influential role.

Still other teacher leadership programs recognized teachers by offering them ***opportunities to have a voice***. In these cases, teachers were invited to participate in such activities as providing a keynote speech at a conference, speaking on an issue as a member of a panel, or traveling abroad as a representative of the teaching profession. Such opportunities were sometimes provided as a way to extend the influence of individuals who were identified through award or credential programs, as described above.

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POSITIONING TEACHERS AS LEADERS

A subset of programs in the sample was designed to position teachers in roles that leveraged their expertise beyond their own classrooms. In cases where the position was viewed as essential to the school or district's work, job structures were created, and fitting candidates were sought. In other, more organic cases, teachers recognized a need and chose to fill it. Within the sample, some programs that positioned teachers as leaders also offered structural supports that included protected time, space, materials, training, and/or compensation. For more informal positions, structural supports were not guaranteed. An important distinction, then, was how teachers came to find themselves in these positions.

Within the sample, several programs featured the ***assignment of teachers to specific roles***. These programs generally had systems for ensuring the role was completed well. Mentors, for example, sometimes kept activity logs to ensure accountability for task expectations, often received training to support the quality of those activities, and occasionally received release time or compensation to meet with mentees.

The type of initiatives with ***roles that teachers took upon themselves*** were largely not included in the inventory. These roles which could include activities like volunteering as team leader in a professional learning community, collaborating with colleagues on curriculum and hiring, or managing a grant for a school-wide equity initiative are mentioned here because these informal activities might be among the most common and most influential forms of teacher leadership.

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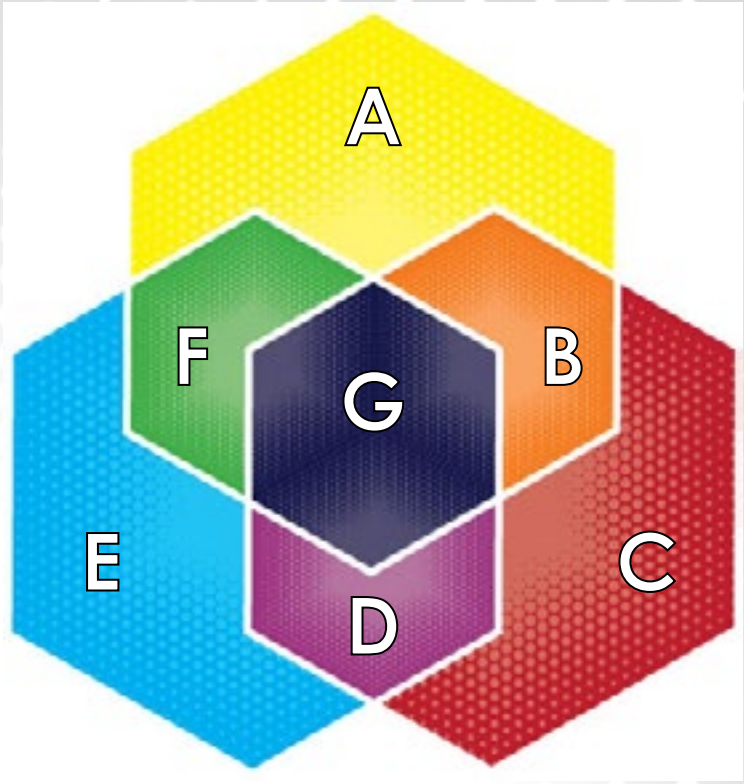
SEVEN TYPES OF TEACHER LEADERSHIP PROGRAMS

We categorized <u>more than 285 teacher leadership programs</u> by the forms of support they provide for teachers to lead with special attention to the program design features observed in each category.

Counting each of these ways—prepare, recognize, and position—as well as the intersection of these three ways, we find a total of seven types of teacher leadership programs, each with distinct characteristics described in the next section. The figure to the right depicts the three forms of support as translucent and overlapping hexagons.



TYPE A: CREDENTIAL PROGRAMS
Preparation Only

TYPE B: FELLOWSHIP PROGRAMS
Preparation + Recognition

TYPE C: AWARD PROGRAMS
Recognition Only

TYPE D: CONSULTANCY PROGRAMS
Recognize + Position

TYPE E: DIFFERENTIATED WORK PROGRAMS
Position Only

TYPE F: COMMUNITIES OF PRACTICE
Position + Prepare

TYPE G: PROFESSIONAL ADVANCEMENT
Prepare + Recognize + Position

The next section discusses these seven types of teacher leadership programs and the patterns that can be discerned within them.

Examples chosen to illustrate the range within each type are given in Appendix B.

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TYPE A CREDENTIAL PROGRAMS

PREPARATION ONLY

More than 150 of the 285 programs documented in the inventory were designed to prepare teachers to lead, without also positioning these teachers in roles or serving as recognition of prior accomplishment. Teachers largely elected to enroll in preparation programs out of awareness that they are not prepared and wanted to become so, and often paid significant fees to that end. Most of these programs offered a credential such as a degree, certificate, or licensure endorsement that could serve as a testament to participation in and/or meeting standards set by the program.

In order to support participants to connect theory and practice without the benefit of authentic practical experience, these preparation programs sometimes encouraged participants to reflect on prior leadership experiences or to observe practicing teacher leaders. In addition, some preparation programs strove to give teachers a taste of practical experience in one of three ways: they required participants to design and carry out a leadership project for the duration of the program (such as an action research project or ad hoc team); they provided participants with a program-based role for the duration of the program (such as facilitating activities within the course); or they solicited only participants who already held roles.

The vast majority of these programs were provided by institutions of higher education, although other types of non-profit organizations served as providers too. These programs varied in structure including one-day courses, week-long summer institutes, semester-long classes, or multi-year degree programs. They took place in person, online, and in hybrid course formats.

See examples of credential programs, here.

TYPE B FELLOWSHIP PROGRAMS

PREPARATION + RECOGNITION

Preparation programs that provided preparation to teachers while also recognizing them as having valued knowledge and skills (Type B) were highly selective. Teachers were invited or selected by application for a limited number of positions in these programs. Thus, even though participants were expected to strengthen their leadership capacities within the program, they were recognized through the selective admission process as entering with valued or promising qualities. Similar to Credential Programs (Type A), teachers often gained practical experience by creating special projects of their own design or by taking on program-based leadership roles that ended with program participation.

Teachers did not pay for these programs, but someone did. These programs were generally sponsored and provided by entities outside of school districts, such as foundations, non-profits, professional associations, or for-profit companies with an interest in seeing stronger leadership in specific areas. It makes sense, then, that these programs frequently had a subject-based focus (e.g., science, career and technical education, Mandarin Chinese, etc.) or a role-based focus (e.g., coaching, union leadership, ed policy, etc.) aligned with the priorities of the funding entity. Much like Credential Programs (Type A), they varied in structure.

See examples of fellowship programs, here.

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TYPE C AWARD PROGRAMS

RECOGNITION ONLY

Award Programs recognized teachers as worthy of being leaders and models for their peers. As such, these programs all provided some kind of public acknowledgement, meant to draw attention to the teacher's valued characteristics and inspire others to similar achievement.

Awards ranged from monetary prizes to more simple but public forms of acknowledgement, including a school committee citation or recognition at a school assembly. Some awards were designed to catch teachers by surprise, while others involved a nomination or application process that required some action on the part of the teacher. These programs were selective, though the selection process and criteria were not always transparent.

Award programs were regularly offered by many kinds of institutions: schools, districts, states, professional associations, foundations, and businesses. Curiously, these same organizations rarely also positioned these teachers in roles that might leverage awardees' expertise as an asset for improvement, as in Consultancy Programs (Type D). In true teacher leadership style, some teacher recipients of these awards and credentials have formed networks with the goal of creating their own opportunities to continue learning and expand their influence.

See examples of award programs, here.

TYPE D CONSULTANCY PROGRAMS

RECOGNIZE + POSITION

Some programs were organized to capitalize upon teachers with recognized expertise as consultants. Such opportunities offered more than mere career differentiation (see program Type E, discussed below), because they boosted teachers into positions that were regarded as a "step up." Teachers in such programs, for example, were members of a Superintendent's Advisory committee, weighing in on district policy. They held positions within Peer Assistance and Review programs, coaching struggling peers and making career-determining decisions about their employment. They may have held hybrid roles within merit pay schemes, qualifying them to earn higher pay based upon the outcomes of the teachers with whom they worked.

These programs were designed to tap teachers' capacity and extend their influence far beyond their own classrooms, but they were not designed to build that capacity. As such, they were highly selective programs, in some cases involving comprehensive recruitment and vetting strategies to attract participants who would come prepared to do the job. Many such programs were managed by local education agencies (schools and districts), occasionally in partnership with unions or others. Notably, other types of organizations such as museums, non-profits, and curriculum companies also offered career advancing opportunities, for example, with teachers serving as board members or education advisors.

See examples of consultancy programs, here.

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TYPE E DIFFERENTIATED WORK PROGRAMS

POSITION ONLY

In teaching as a career, one's first day of teaching can look a lot like one's last. Teachers' work responsibilities do not typically evolve over the course of one's career, but increasingly, schools and districts are looking for ways to respond to the desire among today's teachers for career differentiation. They might run summer school or vacation week programs. They might also take on a range of ad hoc roles including committee chair, book room coordinator, or grant manager. These roles do not require high levels of special professional expertise and therefore do not come with the recognition of Consultancy (Type D) roles. Generally, these roles are unselective or informal enough that they are not organized as a "program." Thus, while we know these opportunities are numerous, they did not make an appearance in the inventory.

One category of differentiated work that does exist as a program, in fact universally, is mentoring. Teachers might serve as mentors for novice, aspiring, or struggling teachers. Many states or districts, in fact, require novice teachers to have mentors. As a result, countless programs exist to ensure novice teachers are matched with appropriate experienced teachers. Such programs are usually provided by state or local education agencies, although partnerships with unions, non-profit partners, and higher education are common. While it is true that most mentor programs mandate mentor training, we observed that the majority of mentoring programs do not view mentors as a population served by the program. If they prepare mentors, they largely do so in service of other teachers. In addition, experience tells us that mentor training often consists of meetings in which mentors are told about the responsibilities of the role, not how to be prepared to perform them well. The data were not sufficient to distinguish which mentoring programs view mentor development as an equal goal with mentoring others, but where they do not, the programs align with the type we call Differentiated Work.

See examples of differentiated work programs, here.

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TYPE F COMMUNITIES OF PRACTICE

POSITION + PREPARE

Many programs are designed to simultaneously grow teachers' leadership experience and expertise in a Community of Practice. This is the case in districts and states that take an organizational view of capacity-building, for example, by investing in the development of a cadre of trained mentors, by building capacity of a coaching cohort, or by sponsoring a community of practice among teachers who are professional learning leaders. These preparation programs are distinct from Credential Programs (Type A) in which teachers prepare using theory and special projects designed for practice. In Communities of Practice, teachers are preparing for a role concurrent with assuming the full responsibilities of the role, and in community with role-alike colleagues.

Where such programs involve formal teacher leader roles, they tend to be partnerships between the schools or districts soliciting candidates for these roles and organizations who can capably support capacity-building, including higher education and non-profit partners. Where such programs cater to informal teacher leader roles, such as meeting facilitation, advocacy, and content leadership, teachers who hold these roles may seek these programs out or create their own networks motivated by their desire to perform these roles well.

See examples of communites of practice, here.

TYPE G PROFESSIONAL ADVANCEMENT PROGRAMS

PREPARE + RECOGNIZE + POSITION

Less than ten percent of the programs in the inventory had a three-part aim. These programs strategically recruited and selectively hired into important positions teachers who were recognized as bringing important assets to the role and then provided them with ongoing role-relevant preparation.

All of these programs were sponsored by or partnerships with local education agencies, which appears to be essential for grounding the program in an authentic, job-embedded role. Many of these programs involved state agencies or other partners in support of high-quality, specialized, research-informed capacity building. Unlike the other preparation programs (Types A, B, & F) that solicit the participation of individual teachers, Type G programs exist as a relationship directly with the district.

In fact, these programs are so embedded in schools and districts that they do not always appear as a "program." Opportunities might be dictated by HR policy, collective bargaining contract or state law. District personnel play key roles in managing these initiatives, and they are funded centrally as well. Such significant investments of time, personnel, and financial resources are rare, but where they exist, it is because program goals are well aligned with, or possibly indistinguishable from, local goals.

See examples of professional avancement programs, here.

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RECOMMENDATIONS ***FUTURE DIRECTIONS***

The examination of the 285 programs in the inventory led us to identify seven types of teacher leadership programs, and to theorize that the type of program most likely to have an impact on the quality of teaching and learning are Professional Advancement Programs: those that prepare, position, and recognize teachers as leaders. This work leads us to reach several conclusions and raises questions for further examination of teacher leadership programs, including the conditions that support or limit their success and their impact on educational improvement.

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RECOMMENDATIONS

Drawing on patterns in the landscape scan, we hypothesize that teacher leadership programs can have the greatest impact on students' access to educational opportunity if they intentionally **prepare, recognize, and position teachers as leaders (Type G)**. By growing and tapping teachers' professional expertise in systemic ways, they can make the most difference for students and advance the teaching profession. Building upon this hypothesis we make the following recommendations by program type.

More than 150 of the 285 programs in the inventory were designed to prepare teachers to lead. Our hypothesis suggests that these Credential Programs (Type A) might do well to establish partnerships to also offer recognition, and thus become Fellowship Programs (Type B). They might do this by securing funding so that teachers are not bearing all costs, and/or by transitioning to an invitational recruitment model, open only to teachers recognized as having valued skills. Alternatively, credential programs might forge district-based relationships and align with local teacher leader roles and evolve into Community of Practice Programs (Type F), which would not only provide teachers with authentic opportunities to practice targeted leadership skills, but also position them to serve important district priorities. In a similar way, Consultancy Programs (Type D) could also help ensure that district priorities are grounded in what teachers know their students need.

Most Award Programs (Type C) identify teachers who possess valued knowledge, skills, and dispositions, but are rarely organized for schools to tap teachers' capacity to make real differences for students. Award Program directors might consider strategically utilizing their awardees' expertise. They could, for example, pair the award with an invitation to develop leadership knowledge and skills, which would build the capacity of awardees to spread their expertise, such that the program becomes a Fellowship Program (Type B). Such programs could alternatively evolve into Consultancy Programs (Type D) by working proactively to connect awardees to advisory roles that leverage their expertise.

Likewise, initiatives that engage teachers in Differentiated Work (Type E) could also offer recognition and/or preparation, and in doing so likely have a much greater impact. Mentoring roles, for example, are generally not seen as opportunities for advancement or prestige, but mentoring programs designed as Consultancy Programs (Type D) would be highly selective based on public and professionally credible standards. They might even offer mentors a special title, a recognition ceremony, salary bump, or other perk. A mentoring program designed as a Community of Practice (Type F) would be one that prioritizes the learning of mentors as much as that of mentees. Since most effective teachers are also eager learners and most teachers who accept extra responsibility want to do it well, developing a Mentoring Community of Practice would be a worthwhile goal for any mentoring program.

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FUTURE DIRECTIONS

Regardless of emphasis, all types of teacher leadership programs require investment of time, effort, and dollars—all in short supply in today's school systems. Thus, it is important to determine whether, and under what conditions, these programs are worth the investment. Based on this scan and the current knowledge in the field, we see several important lines of future study.

What is the impact of teacher leadership on students, teachers, and teacher leaders? Decisions to invest funding, time, attention, will, and effort in teacher leadership programs are currently hampered by a lack of research on the impact of teacher leadership programs on educational improvement. The impacts of such endeavors are of pressing importance to the sustainability of the field.

Who is leading teacher leadership? In the scan we sought to identify key partners supporting teacher leadership programs, as we know many are fruitful partnerships or are run by teacher leaders themselves. However, public information about partners' roles was generally lacking. Partner roles matter because they can illuminate motives and interests. Without such information, we don't know what is really behind these programs, or how they conceive of teacher leadership.

Are teacher leadership programs sustainable? Anecdotally, we know that teacher leadership programs come and go due to availability of funding, changing priorities, and other developments. In the scan we found it challenging to identify the longevity of programs from their websites. Few programs publish the date they were established, and some sponsors have not removed web pages of defunct programs. Thus, the field has very little knowledge of the durability of programs.

What is the scale of existing teacher leadership programs? About a third of the programs included in the scan shared information about the number of teacher leaders involved either at present or throughout the history of the program. Of these, their scope of service varies widely. Total participants range from two peer assistants in one program to thousands of active teacher leaders in another. Thus, we still have very little sense of the overall number of teacher leaders in the nation.

How do teacher leaders become engaged in programs and initiatives? Information about programs' recruitment and selection strategies was not always available using our scan methods. These data show that engagement strategies range from the nomination or appointment of teachers to an application, interview, or performance assessment process, to teachers self-selecting participation. Engagement strategies also vary across programs and even within program types. For this reason, it would be important to understand how teachers are connected to teacher leadership opportunities.

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Center for Teaching Quality, National Board for Professional teaching Standards, and National Education Association (2018). *Teacher Leadership Initiative Competencies.* Accessible from: http://www.nea.org/home/61346.htm

Cubberley, E. P. (1923). *The Principal and His School: The Organization, Administration, and Supervision of Instruction in an Elementary School.* Houghton, Mifflin.

Teacher Leadership Exploratory Consortium. (2011). *Teacher Leader Model Standards*. Accessible from: https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf

Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 87(1), 134-171.

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.

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APPENDIX A

ALL PROGRAMS

This inventory is not comprehensive. Whereas our goal was to capture the range of types of teacher leadership programs, documenting every program currently in existence was deemed unnecessary. It was also deemed impossible, in that teacher leadership programs come and go and that many are informal or publicly undocumented. We did seek out at least one program from each US state, Washington DC and Puerto Rico, and we sought to document at least ten programs per type.

Type A

Advanced Studies in Teaching and Learning (ASTL) M.Ed. Concentration in Teacher Leadership, George Mason University	https://gse.gmu.edu/advanced-teaching-studies/academics/masters-in-education-teacher-leadership-concentration
American Federation of Teachers (AFT) Teacher Leaders Program	https://www.aft.org/position/teacher-leadership
American GeoSciences Institute Earth Science Teacher Leadership Academy	https://www.americangeosciences.org/education/k-12-professional-development-programs
Arkansas Leadership Academy	https://wordpressua.uark.edu/ala/institutes/teacher-leader/
ASCD Teacher Impact Grants	http://www.ascd.org/programs/teacher-impact-grants.aspx
Beginning Teacher Leadership Network, Wake County NC	http://www.wakeed.org/programs/btln/
Boston Teacher Leadership Certificate Program	http://www.teachers21.org/programs-and-courses/programs/teacher-leadership
BSCS Champions for STEM Leadership Academy	https://bscs.org/costem
C3WP (College, Career, and Community Writing Program, formerly known as CRWP)	https://sites.google.com/site/nwpcollegereadywritersprogram/home
California State University Dominguez Hills Master Teacher Fellows Program	https://www.csudh.edu/cise/stem-initiatives/

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Center for Math and Science Teaching (CMAST), Loyola Marymount University	http://soe.lmu.edu/centers/cmast/
Center for Teacher Quality (CTQ) Collab	https://www.teachingquality.org/about-ctq/collab/
Central Arizona Writing Project Summer Institute	https://english.clas.asu.edu/research/affiliated-centers-organizations/central-arizona-writing-project/invitational-summer-institute
Certificate in Instructional Coaching, Lipscomb University	https://www.lipscomb.edu/education/graduate-programs/certificate-and-endorsement-programs/instructional-coaching-certificate
Certificate in Instructional Coaching, Slippery Rock University of Pennsylvania	http://catalog.sru.edu/preview_program.php?catoid=21&poid=3309&returnto=426
Certificate in Instructional Coaching, University of Tennessee	https://www.utc.edu/school-leadership/programs/certificate-instructional-coaching.php
Certificate of Completion or Specialization in Teacher Leadership, Colorado State University	https://csuglobal.edu/graduate/specializations/teacher-leadership
Certificate of Graduate Study in Teacher Leadership, SUNY Albany	https://www.albany.edu/graduatebulletin/certificate_teacher_leadership_ETAPdept.htm
Certified Instructional Coaches, University of Florida	https://education.ufl.edu/stem/certified-learning-coaches/http://lastingercenter.com/portfolio/instructional-coaching/
Classroom Teachers Enacting Positive Solutions (CTEPS)	http://www.kycteps.org/
Coaching for School Improvement, WV Center for Professional Development	http://www.wvcpd.org/cmswiki.aspx?name=coachingforschoolimprovement
Cobb County (GA) Teacher Leader Academy	http://www.cobbk12.org/centraloffice/hr/leadershipmanagement/academies.aspx
COREIaborate	http://corelaboratewa.org/
Digital Promise Microcredentials	http://digitalpromise.org/initiative/educator-micro-credentials/sample-micro-credentials/
Early Learning Instructional Coaching Program, LaSalle University	http://phennd.org/update/early-learning-instructional-coaching-program/
Earth Science Teacher Leadership Academy	http://www.esc20.net/page/sup_ls.TeacherLeadership
ECET2	http://teacher2teacher.education/ecet2/
Ed. S. in Teacher Leader, Jacksonville State University	http://www.jsu.edu/education/edres/teacher-leader-program-of-study.html

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Ed.D. Concentration in Teacher Leadership, Rutgers University	https://gse.rutgers.edu/academic-programs/edd-programs/concentration-teacher-leadership
Ed.D. in Educational Leadership, University of Wyoming	http://www.uwyo.edu/clad/edleadership/edd.html
Education Plus Teacher Leadership Group	https://www.edplus.org/Page/326
Educators for Excellence	http://www.educators4excellence.org/about-us
Edutopia Instructional Coaching Web Resources	https://www.edutopia.org/topic/instructional-coaching
Emerging Leaders	http://newleaders.org/programs/emerging-leaders/
Foundations in Mentoring, WV Center for Professional Development	http://www.wvcpd.org/cmsprgm.aspx?name=BTM&ProgramID=4
Fund for Teachers Grant Program	http://www.fundforteachers.org/about-us.php
Galileo Institute for Teacher Leadership	http://wwwp.oakland.edu/orgleadership/educational-leadership-programs/teacherleadership/
Graduate Certificate in Teacher Leadership, Salem State	http://catalog.salemstate.edu/preview_program.php?catoid=35&poid=4011&hl=teacher+leadership&returnto=search
Howard Hughes Science Grant Initiative	http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=448
Idaho Coaching Network	https://idahocoachingnetwork.wordpress.com/about/
Instructional Coach Endorsement Program, Neumann University	https://www.neumann.edu/academics/divisions/education/InstructionalCoach.asp
Instructional Coach Endorsement Program, Penn State Harrisburg	https://harrisburg.psu.edu/behavioral-sciences-and-education/teacher-education/instructional-coach-endorsement-program
Instructional Coach Endorsement, Eastern University	https://www.eastern.edu/academics/programs/graduate-education/instructional-coach-endorsement
Instructional Coach Endorsement, LaSalle University	http://www.lasalle.edu/grad-education-programs/instructional-coach-endorsement/
Instructional Coaching Certificate Program, University of Wisconsin- Madison	https://advanceyourcareer.wisc.edu/noncredit/instructional-coaching-certificate-program/
Instructional Coaching certificate, University of Louisiana- Lafayette	https://online.louisiana.edu/programs/education/graduate-certificate-instructional-coaching

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Instructional Coaching Certificate, Wisconsin Lutheran College	http://www.wlc.edu/Certificate-Programs/
Instructional Coaching Credentialing Program, Broward County, FL	http://www.broward.k12.fl.us/talentdevelopment/html/teachers-coaching.html
Instructional Coaching eCourse, Corwin	https://us.corwin.com/en-us/nam/book/instructional-coaching-ecourse#description
Instructional Coaching Endorsement, Immaculata	https://www.immaculata.edu/academics/degrees-programs/instructional-coaching-endorsement-graduate-studies/
Instructional Coaching Endorsement, Temple University	http://education.temple.edu/leadership/certificates/instructional-coaching-endorsement
Instructional Coaching Group Certification, Pennsylvania Institute for Instructional Coaching	http://www.instructionalcoaching.com/
Instructional Coaching, Capella University	https://www.sophia.org/online-courses/instructional-coaching
Instructional Leadership Academy, University of Washington	http://info.k-12leadership.org/instructional-leadership-academy
Instructional Leadership Corps (ILC), National Board Resource Center	https://nbrc.stanford.edu/instructional-leadership-corps-news-0
Instructional Leadership M.S. Degree and Certificate Program, St. Mary's University	https://www.msmu.edu/graduate-programs/education-and-teacher-credentials/instructional-leadership/
Instructional Leadership, Learning and Teaching Master's Program, Harvard Graduate School of Education	https://www.gse.harvard.edu/masters/lt
Kansas Language Essentials for Teachers of Reading and Spelling (LETRS) Training Cadre	https://ksdetasn.org/letrs
KIPP School Leadership Programs (KSLP)	http://www.kipp.org/approach/highly-effective-teachers-and-leaders/kipp-leadership/
Leading Educators: New Orleans Program	http://www.leadingeducators.org/regions/
Literacy Coaching Project, Partnerships for Literacy and Learning	http://www.pllvt.org/projects/literacy-coaching/
Literacy Design Collaborative (LDC) Coach Certification	https://ldc.org/what-we-do/ldc-coach-certification

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M. Ed. in Teacher Leadership, Park University	http://www.park.edu/academics/academic-programs/graduate-programs/master-of-education/med-teacher-leadership.html
M. Ed. in Teaching, Learning & Curriculum: Specialization in Instructional Leadership, University of Washington- Seattle	https://education.uw.edu/programs/leadership/tlcil
M.A. and Endorsement in Teacher Leadership, Northwestern University	https://www.sesp.northwestern.edu/msed/teacher-leadership/index.html
M.A. Ed. in Teacher Leadership, Bellarmine University	https://catalog.bellarmine.edu/2017-2018/requirements-master-arts-education-maed-teacher-leadership-grades-p-12
M.A. in Education in Teacher Leadership Licensure, McKendree University	http://www.mckendree.edu/admission/info/graduate/maed/teacher-leadership-licensure.php
M.A. in Education Teacher Leader Program, Murray State University	http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/Graduate/MasterofArtsEDTeacherLeaderProgram.aspx
M.A. in Education: Curriculum & Instruction Teacher Leader, University of Cincinnati	https://mastersed.uc.edu/masters-degree-in-education-online-programs/teacher-leader-education-leadership-program/teacher-leader-resources/what-is-a-teacher-leader/
M.A. in Education: Teacher as Leader, Maryville University	http://www.maryville.edu/ed/graduate-programs/teacher-as-leader/
M.A. in Teacher Leadership, Rider University	https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders
M.A. Teacher Leadership Program, Silver Lake College	https://www.sl.edu/future-students/graduate-programs/degrees-offered/master-of-arts-in-education/education-leadership
M.A.T. in Teacher Leadership, Mt. Holyoke College	https://www.mtholyoke.edu/professional-graduate/master-arts-teacher-leadership
M.Ed in Teacher Leadership, Math Specialist, Heritage University	http://catalog.heritage.edu/preview_program.php?catoid=10&poid=1179
M.Ed. in Educational Leadership, Penn State University	https://www.worldcampus.psu.edu/degrees-and-certificates/educational-leadership-masters/overview
M.Ed. in Educational Leadership, Teacher Leader: Curriculum and Instruction, Wright State University	https://education-human-services.wright.edu/leadership-studies-in-education-and-organizations/master-of-education-in-educational-leadership-teacher-leader-curriculum-and-instruction#academics

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M.Ed. In Teacher Leadership Online, University of Delaware	http://www.education.udel.edu/teacherleadership/
M.Ed. in Teacher Leadership, Elmhurst College	https://www.elmhurst.edu/academics/departments/education/programs/m-ed-teacher-leadership/
M.Ed. in Teacher Leadership, University of Louisville	http://louisville.edu/education/degrees/med-tl
M.Ed. in Teacher Leadership, University of Mary	https://www.umary.edu/academics/programs/med-teacher-leadership.php
M.Ed. in Teacher Leadership, University of Utah	https://elp.utah.edu/programs/m-ed/teacher-leadership/index.php
M.Ed. in Teacher Leadership, Utah Valley University	https://www.uvu.edu/catalog/current/departments/education-graduate-programs/master-of-education-teacher-leadership-emphasis-med/
M.Ed. in Teaching, Learning, and Advocacy, College of Charleston	http://teachered.cofc.edu/grad-progs/mtla.php
M.Ed. or Ed. S. in Teacher Leadership, University of Kentucky	https://education.uky.edu/edl/teacher-leadership-program/
M.Ed. or Ed.S. or Endorsement in Teacher Leadership, National Louis University	https://www.nl.edu/academics/educationmastersadvanceded/teacherleadership/
M.S. in Education: Teacher Leadership, Walden University	https://www.waldenu.edu/masters/ms-in-education/curriculum/teacher-leadership
M.S. in Teacher Leadership, Northwest Missouri State University	https://www.nwmissouri.edu/academics/graduate/masters/teacher-leader.htm
M.S. in Teacher Leadership, Quinnipiac University	https://quonline.quinnipiac.edu/online-programs/online-graduate-programs/ms-in-teacher-leadership/
Maine Mathematics Coaching Project (MMCP)	http://www2.umf.maine.edu/gradstudies/maine-mathematics-coaching-project/
Making Mathematical Reasoning Explicit, Washington State University	http://mathreasoning.mspnet.org/
Mandarin Teacher Leadership Institute, UCLA	http://www.confucius.ucla.edu/announcement/register-2018-19-mandarin-teacher-leadership-institute
Marine Technology for Teachers and Students (MaTTS)	https://www.nsf.gov/awardsearch/showAward?AWD_ID=1311890
Massachusetts Consortium for Innovative Education Assessment (MCIEA)	http://mciea.org/index.php

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Master of Education (M.Ed.) in Teacher Leadership at Oakland University	https://oakland.edu/orgleadership/educational-leadership-programs/teacherleadership/
Math for America, Los Angeles	https://www.mfala.org/
Mathematical ACES: Algebraic Concepts for Elementary Students	http://aces.mspnet.org/
Mathematics Education Collaborative, US Department of Education	http://www.mec-math.org/
Mentoring Teachers Certificate, University of New Hampshire	https://cola.unh.edu/education/program/certificate/mentoring-teachers
Ms Houser Coaching Cycle Workshop	https://www.mshouser.com/product/walk-through-a-coaching-cycle-workshop
Na Kumu Alaka'i - Hawaii's Teacher Leader Academy (TLA)	https://tlahawaii.blogspot.com/
National Board Certification and Teacher Leader Master's Program (Aloha Kumu Cohort), University of Hawai'i	http://blog.hawaii.edu/alohakumu/aloha-kumu-cohort-iii-application/
NebraskaMATH: Primarily Math Science, Technology, and Engineering Leadership Program (STELP)	http://scimath.unl.edu/nebraskamath/
Nevada National Board Network	https://www.facebook.com/NVNBNetwork/
New Jersey Achievement Coaches Program	http://www.state.nj.us/education/AchieveNJ/achievementcoaches/
New Teacher Center Teacher Induction Model	https://newteachercenter.org/our-impact/
New Teacher Center Toolbox for Mentors and Coaches	https://newteachercenter.instructure.com/courses/249
New Visions for Public Schools CLASS (Collaborative Leadership Enhancing Student Success)	https://advance.newvisions.org/class/program-details/
Newton-Conover Teacher Leadership Program	https://www.nccat.org/blog/newton-conover-city-schools-teacher-leadership-institute-nccat
Next Generation Leadership Program, Massachusetts Teachers Association	https://massteacher.org/grants-awards-and-opportunities/next-generation-leadership-program
NYC Teacher Leadership Program	http://schools.nyc.gov/Employees/Teachers/Career/Leadership/Eligibility/default.htm

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Ohio Writing Project Training for Professional Development Leaders	http://miamioh.edu/cas/academics/departments/english/academics/ohio-writing-project/staff-development/index.html
Oklahoma Teacher Leadership and Learning Cohort	http://opsrc.net/otll
Partnership for Ambitious Science Teacher Leaders (PASTL)	https://www.nwesd.org/science/leadership_team
Pennsylvania Institute for Instructional Coaching (PIIC)	http://piic.pacoaching.org/index.php/piic-home/
Public Education and Business Coalition Teacher Leadership Support	https://www.pebc.org/strengthen-your-system/teacher-leadership/
Reading Recovery Teacher Leader Training, National Louis University	https://www.nl.edu/readingrecoverycenter/whatisreadingrecovery/teacherleadertraining/
Recruiting and Retaining Teacher Leaders in Physics and Chemistry, Kennesaw State University	https://www.nsf.gov/awardsearch/showAward?AWD_ID=1035451
Reinvigorating Elementary Science through a Partnership with CA Teachers (RESPeCT)	http://respect.mspnet.org/
Skills for Teacher Leaders Endorsement Program, Clarion University	http://www.clarion.edu/news/2017/november/clarion-offers-first-pde-approved-teacher-leadership-program.html
Teach Plus Online: What Teachers Need to Know to Influence Policy Decisions	http://teachplus.org/teachplusonline
Teach to Lead	http://teachtolead.org/
Teacher Leader - Online Master's Degree Program, Alderson Broaddus University	http://ab.edu/masters-teacher-leader/
Teacher Leader Endorsement, Ohio State University	https://coe.uga.edu/academics/non-degree/endorsements/teacher-leadership
Teacher Leader Endorsement, Olivet Nazarene University	https://ehe.osu.edu/educational-studies/endorsements/teacher-leader
Teacher Leader Endorsement, Southern Louisiana University	https://graduate.olivet.edu/programs/education-olivet-online/teacher-leader-endorsement
Teacher Leader Endorsement, University of Georgia	http://www.southeastern.edu/acad_research/depts/edlt/programs/teacher_leader/index.html
Teacher Leader Training, Virginia Commonwealth University	https://ctl.vcu.edu/mentor/
Teacher Leadership Academy, Central Indiana	http://plconnect.ciesc.org/tla/

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Teacher Leadership Academy, San Antonio	https://www.esc20.net/page/sup_ls.TeacherLeadership
Teacher Leadership and Instructional Coaching, Wilkes University	http://www.wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/programs/letter-of-endorsement-program.aspx
Teacher Leadership Certificate of Completion, Portland State University	https://www.pdx.edu/ci/teacher-leadership
Teacher Leadership Certificate, Sonoma County CA	http://coe.fau.edu/academicdepartments/el/tlc.php
Teacher Leadership Certificate, University of Colorado	http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/CPE/Certificates/Pages/TeacherLeadershipCertificate.aspx
Teacher Leadership Certificate, Villanova University	https://www1.villanova.edu/villanova/artsci/education/graduate/academics/gte.html
Teacher Leadership Endorsement, Kent State University	https://www.kent.edu/ehhs/fla/edle/teacher-leadership-endorsement
Teacher Leadership for Equity and Social Justice Certificate, Lewis & Clark University	https://graduate.lclark.edu/departments/teacher_education/current_teachers/teacher_leadership_certificate/
Teacher Leadership for School Improvement (TLSI), University of Florida	https://education.ufl.edu/tlsi/
Teacher Leadership Graduate Certificate Program (non-degree), University of Northern Colorado	http://extended.unco.edu/programs/educational-leadership/teacher-leadership-graduate-certificate/index.asp
Teacher Leadership Graduate Certificate, SUNY Plattsburg	https://www.plattsburgh.edu/programs/teacher-leadership-graduate-certificate.html
Teacher Leadership Graduate Certificate, Texas Tech University	https://www.depts.ttu.edu/elearning/certificate/teacher-leadership/
Teacher Leadership Institute, National Writers' Project	https://nwp.wvu.edu/events/teacher-leadership-institute
Teacher Leadership Institute, NEA-NBPTS-CTQ	http://www.teacherleadershipinstitute.org/about/about-institute/
Teacher Leadership Professional Learning Courses, National Network of State Teachers of the Year	http://www.nnstoy.org/teachers-leading-professional-learning-modules/
Teacher Leadership Program for K-12 Teachers of STEM, Arizona Science Teachers' Association	https://azsta.org/teacher-leadership-program-training-for-k-12-experienced-teachers-of-stem/
Teacher Leadership Program, Park City Mathematics Institute	https://pcmi.ias.edu/program-TLP/2018

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Teacher-Leader Collaborative Grants, Philly School Leaders	http://phillyschoolleaders.org/teacher-leader-overview/
Teacher/Coach videos	https://www.teachercoach.com/library-market/category/leadership
TeacherPowered Schools Network	https://www.teacherpowered.org/
Teachers Leading Change Cohort, LearningForward Nevada	http://teachersleadingchange.weebly.com/teachers-leading-change-cohort.html
Teaching Matters Micro-Credential in Teacher Leadership	https://globenewswire.com/news-release/2017/09/25/1132266/0/en/Teaching-Matters-Collaborates-with-Tennessee-Department-of-Education-to-Recognize-Teacher-Leadership-through-Micro-Credentials.html
Teaching Matters: Emerging Teacher Leaders	http://www.teachingmatters.org/services/etl
Technology/STEM Education and Leadership, Illinois State University	https://grad.illinoisstate.edu/academics/details.php?f=stem_ed_leadership_cert.xml&p=%2Fgrad_programs%2Fcast%2F
Tennessee Teacher Leadership Collaborative	https://tnteacherleader.org/
The Science, Technology, Engineering, and Mathematics (STEM) Education and Leadership Program, Illinois State University	https://tec.illinoisstate.edu/stem-education-leadership/certificate/
TNTP Teacher Talent Toolbox	https://tntp.org/teacher-talent-toolbox
University of Florida Unites Teachers to Reform Education in Science (U-FUTuRES)	https://education.ufl.edu/stem/ufutures/
Virginia Initiative for Science Teaching and Achievement (VISTA) Instructional Coach	http://vista.gmu.edu/professional-development/become-a-teaching-coach/index.html

Type B

AFT-BTU Teacher Leader Policy Fellowship	https://btu.org/professional-learning/ft-btu-teacher-leader-policy-fellowship-stipend-opportunity/
Albert Einstein Distinguished Educator Fellowship (AEF) Program	https://science.energy.gov/wdts/einstein/
America Achieves Educator Voice Fellowship	https://www.americaachievesednetworks.org/educator-voice-fellowship/
Arizona Master Teacher Program	http://www.azk12.org/arizona-master-teacher-program

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Brandeis-Waltham Teacher Leader Fellowship	https://www.brandeis.edu/programs/education/leadership/AGSPrograms/wps.html
Calderwood Fellowship at UMass Boston	https://drive.google.com/open?id=0B5y4SkvFBHsOU0pVUDIlRWNyWTIyNWo4NEYwdlZ0RWYzaIBB
Florida Teacher Leader Fellows, Lastinger Center	http://lastingercenter.com/portfolio/florida-teacher-leader-fellowship/
Fulbright Distinguished Awards in Teaching Program for U.S. Teachers	http://www.fulbrightteacherexchange.org/
Fullerton Mathematics Teacher and Master Teacher Fellows (FULL MT2)	http://mt2.fullerton.edu/
Grosvenor Teacher Fellow Program	https://www.nationalgeographic.org/education/programs/grosvenor-teacher-fellows/about
Hollyhock Fellowship Program	https://cset.gse.stanford.edu/pd/hollyhock
Hope Street Group Teacher Fellows Network	https://hopestreetgroup.org/teacherfellowship/
Kenan Fellows Program for Teacher Leadership	https://kenanfellows.org/about-us/
Kentucky Education Association Fellows Program	http://www.kea.org/members-kea-governance-leadership-kea-fellows-leadership-program
Knowles Science Teaching Foundation Fellows Program	http://kstf.org/fellowships/program-details/
Leadership for Educational Equity Fellowship	https://educationalequity.org/what-we-do
Math for America (MfA) Fellowship Program	http://mathforamerica.org/our-model
Mathematics Studio Fellowship Program - A Model for Mentoring New and Master Teachers, Oregon State University	https://www.nsf.gov/awardsearch/showAward?AWD_ID=0934953
NebraskaNOYCE Master Teaching Fellows and Teaching Fellows	https://cehs.unl.edu/tlte/nebraskastem/
New York State Master Teacher Program, SUNY Stony Brook	https://www.suny.edu/masterteacher/about/
Quality Teacher and Education Act (QTEA) Master Teacher Program, San Francisco	http://www.sfusdopll.org/master-teacher-program.html
Teach Plus Policy Fellows	https://teachplus.org/programs/teaching-policy-fellowship

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Teach SouthCoast STEM Master Teaching Fellows, UMass Dartmouth	https://www.nsf.gov/awardsearch/showAward?AWD_ID=1136382
Teacher Fellow Program, National Academy of Advanced Teacher Education	http://www.naate.org/page/program/teacher_leaders
Teacher Leader Academy (TLA) for Transforming East Alabama Math (TEAM), Auburn University	https://team-math.com/
Teacher Leader Academy, Leadership Institute of Nevada	http://thepef.org/leadership/
Teacher Leader Fellows, Teaching Matters & NYC Department of Education	https://www.tfaforms.com/4618942
Teacher Leadership Certificate, UC Davis	http://www.scoeteacherleadership.org/
Teacher Policy Fellowship, Oakland CA	https://gopublicschoolsoakland.org/teacher-policy-fellowship/
Teaching Trust School Teams	http://www.teachingtrust.org/school-teams
Washington State Fellows Network	http://www.k12.wa.us/CurriculumInstruct/Fellows.aspx

Type C

Alaska State Teacher of the Year	https://education.alaska.gov/recognitionprograms/TOY
Busey Teacher of the Year (Peoria, IL)	https://www.milb.com/peoria/news/chiefs-announce-teacher-of-the-year-award-program/c-271956468
Fishman Prize	https://tntp.org/fishman-prize
Global Teacher Prize	https://www.globalteacherprize.org/
Golden Apple Award for Excellence in Teaching (Illinois)	https://www.goldenapple.org/awards
Golden Apple Teacher Recognition Program	http://www.leeschoolfoundation.org/programs/teacher-programs/tp-goldapple/
Lawrence O'Toole Teacher Leadership Awards	https://studentsatthecenterhub.org/resource/2018otooleaward/
Milken Educator Awards	http://www.milkeneducatorawards.org/about/home/
National Education Association (NEA) Foundation Award for Teaching Excellence	https://www.neafoundation.org/for-educators/awards-for-teaching-excellence/
National Teacher of the Year	https://ccsso.org/national-teacher-of-the-year

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Presidential Awards for Excellence in Mathematics and Science Teaching	https://www.paemst.org/
Rosenthal Prize for Math	http://momath.org/rosenthal-prize/

Type D

America Achieves Educator Fellowship program for Career Education	http://americaachieves.org/louisiana-department-of-education-launches-educator-fellowship-program-to-enhance-career-education/
Brevard County Teacher Leadership Council	http://brevardschoolsfoundation.org/programs/teacher-leadership-council-tlc
Denver ProComp	http://careers.dpsk12.org/teachercomp/procomp-policy-and-management/
Ed Reports	https://www.edreports.org/
Leadership Initiative for Teachers (LIFT), DC Public Schools	https://dcps.dc.gov/page/leadership-initiative-teachers-lift
Massachusetts Teacher Advisory Cabinet	http://www.doe.mass.edu/educators/recognition/cabinets/
Michigan Teacher Leadership Advisory Council (MTLAC)	https://www.michigan.gov/mde/0,4615,7-140-5683_13651_81246---,00.html
National Academy of Science Teacher Advisory Council	http://sites.nationalacademies.org/DBASSE/TAC/DBASSE_080764
National Humanities Center Teacher Advisory Council	https://nationalhumanitiescenter.org/education-programs/teacher-advisory-council-2017-2018/
New Jersey Teacher Leader Advisory Panel	http://teachleadnj.org/about-2/
Opportunity Culture Network, Public Impact	http://opportunityculture.org/dashboard/sites/
Peer Assistance and Evaluation Program (PAEP) in Cincinnati OH	https://www.cps-k12.org/about-cps/employment/tes
Peer Assistance and Review (PAR), Salt Lake City UT	https://www.slcschools.org/departments/human-resource-services/peer-assistance-and-review-par/
Peer Assistance and Review (PAR), Antioch Unified School District, CA	https://www.antiochschools.net/
Peer Assistance and Review (PAR), Baltimore County MD	https://www.bcps.org/programs/PAR/

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Peer Assistance and Review (PAR), Boston MA	https://btu.org/member-resources/peer-assistance-and-review-par-program/
Peer Assistance and Review (PAR), Clark County NV	https://ccea-nv.org/dev/wordpress/professional-learning/peer-assistance-and-review-par/
Peer Assistance and Review (PAR), Columbus OH	https://www.ccsoh.us/domain/1634
Peer Assistance and Review (PAR), Minneapolis	http://humanresources.mpls.k12.mn.us/
Peer Assistance and Review (PAR), Montgomery County	mceanea.org/wp-content/uploads/sites/12/2014/01/Teachers-Guide-to-PAR.pdf
Peer Assistance and Review (PAR), San Juan CA	https://www.sanjuan.edu/Domain/136
Peer Assistance and Review (PAR), Syracuse NY	https://parscsd.weebly.com/about.html
Peer Assistance and Review (PAR), Toledo OH	https://www.tlpcommunity.org/resources/case-summary-three-decades-peer-assistance-and-review
Peer Assistance and Review (PAR), Washoe County NV	https://www.washoeschools.net/Domain/242
Peer Assistance Program, Boise ID	http://whitney.boiseschools.org/cms/One.aspx?portalId=508306&pageId=1897275
Quality Compensation (Q Comp), Minnesota Department of Education	http://education.state.mn.us/MDE/dse/qc/
Revere Educators' Leadership Board (RELB)	http://www.doe.mass.edu/edeval/leadership/RevereCaseStudy.docx
Rochester Career in Teaching Program (CIT)	https://www.rcsdk12.org/CIT
Teacher Advisory Committee, Harlingen TX	http://www.hcisd.org/Page/966
Teacher Advisory Council, Lexington SC	http://www.lexington1.net/about/superintendents-office/teacher-advisory-council
Teacher Leader Career Continuum, Broward County FL	https://www.browardschools.com/Page/37416
Teaching Channel NGSS Squad	https://www.teachingchannel.org/ngss/ngss-squadsters/?utm_source=newsletter20170401/
US Department of Education School Ambassador Fellowship	https://www2.ed.gov/programs/schoolfellowship/index.html
Volusia System for Empowering Leaders (VSEL)	http://www.delandhs.org/_cache/files/c/9/c918802e-25e3-44bd-ba7d-327edad0c9d0/747B2F5E78F43725BDCAE76B30EFF243.vset-handbook-2017-2018--final-revised-8-2-17.pdf

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Type E

Albuquerque Public Schools Mentor Program	http://www.aps.edu/human-resources/mentor-program-for-teachers/information-for-mentors
EdCamp	https://www.edcamp.org/
Educators Rising	https://www.educatorsrising.org/
Iowa Mentoring & Induction for Beginning Educators	https://www.educateiowa.gov/pk-12/educator-quality/mentoring-induction-beginning-educators
Kansas State Mentoring Program	http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Mentoring
New Jersey Educator Mentoring and Induction Support	http://www.nj.gov/education/profdev/mentor/
New Teachers Induction & Mentoring Program, Newton MA	https://www.newton.k12.ma.us/Page/164
Newton Teacher Residency Faculty	http://www.newton.k12.ma.us/Domain/31
NYC Mentoring Program	http://schools.nyc.gov/Employees/Teachers/NewTeachers/Mentoring/default.htm
Teacher Education And Mentoring (TEAM) Program	https://portal.ct.gov/SDE/TEAM/Teacher-Education-And-Mentoring-TEAM-Program

Type F

Academy for Leadership in Science Instruction	http://www.momentum-cg.com/momentum/wp-content/uploads/2016/09/MISE-Brochure.pdf
ASPIRE! NBCT network, Hillsboro County FL	http://hillsboroughnbct.net/aspire/
Chicago Core Collaborative	https://teachplus.org/chicago-c2-registration
Delaware Comprehensive Induction Program (CIP)	https://www.doe.k12.de.us/Page/3453
EduColor	http://www.educolor.org/
Exploratorium Teacher Leadership Program	https://www.exploratorium.edu/education/teacher-institute/leadership-program
IMPACT Instructional Coaches	http://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/IMPACT-2014-Grp15f.pdf
Instructional Coaching Service, Genesee Valley NY	http://www.gvboces.org/services.cfm?subpage=1216149

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New Teacher Academy, West Valley, AZ	https://www.westvalleyview.com/news/new-teacher-academy-provides-some-relief-in-teacher-shortage/article_a0d6c938-e4f9-11e7-bba9-1f7bcb897620.html
NYC Men Teach	https://nycmenteach.org/
Omaha Public Schools Teacher Leader Academy	http://scimath.unl.edu/opstla/
RedesignPD Community of Practice, Learning Forward	https://learningforward.org/learning-opportunities/redesign-pd-community-of-practice
Regional Teacher Communities, Gulf of Maine Research Institute	https://www.gmri.org/news/tidings/establishing-regional-teacher-communities
South Dakota Statewide Mentoring Program	http://doe.sd.gov/mentoring/
STEM Teacher Leadership Program, Washington Alliance for Better Schools	http://www.wabsalliance.org/academic-leadership/teacher-leadership-program/
Tch Team Mentoring Program, Oceanside, NY	https://learningforward.org/docs/default-source/jsd-august-2016/bridging-silos-august16.pdf
Teacher Action Group (TAG Boston)	http://tagboston.org/
Teacher Leader Cadre, Farrington HI	http://www.hawaiipublicschools.org/VisionForSuccess/SuccessStories/TeachersAndPrincipals/Pages/making-shift-happen.aspx
Teacher Practice Networks (TPN), WestEd	https://thecenter.wested.org/centerview-teachers-leading-way-teacher-teacher-professional-learning/
Temple University Teacher Leadership Network	https://education.temple.edu/cte/tln
Volusia Classroom Connect	https://www.teachingquality.org/storiesofimpact

Type G

Arizona Master Teachers of Mathematics	http://math.arizona.edu/outreach/programs/az-master-teachers
Bettendorf Teacher Leadership & Compensation Program	http://bettendorf.k12.ia.us/services/curriculum-instruction/teacher-leadership-compensation
Clinical Faculty Program at Virginia Commonwealth University	https://ctl.vcu.edu/clinical/
Community of Problem Solvers: Teachers Leading Problem-Based Learning in Southern Illinois	https://www.nsf.gov/awardsearch/showAward?AWD_ID=1136414

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Humboldt and Twin Rivers (IA) Consortium Teacher Leadership Program	https://sites.google.com/a/humboldt.k12.ia.us/tlc/
Iowa Teacher Leadership and Compensation System	https://www.educateiowa.gov/teacher-leadership-and-compensation-system
Leading Educators LEAP Program, Washington DC	https://www.leadingeducators.org/blog/?category=Washington+D.C.
Math for America Master Teacher Program, Washington, D.C.	https://www.mathforamericadc.org/master-teacher-fellowship.html
NYC Teacher Career Pathways	https://www.schools.nyc.gov/careers/teachers/career-development-for-teachers
Opportunity Culture, Indianapolis Public Schools	https://www.myips.org/Page/40249
Project Leadership & Investment for Transformation (LIFT), Charlotte-Mecklenberg NC	http://www.projectliftcharlotte.org/about
Teach Plus T3 (Turnaround Teacher Teams)	http://teachplus.org/programs/t3-initiative
Teacher Advancement Program (TAP)	http://www.niet.org/tap-system/elements-of-success/
Teacher Leadership & Collaboration (TLC), Denver	http://teacherleader.dpsk12.org/
Teacher Leadership Innovation (TLI), Washington DC	https://dcps.dc.gov/page/teacher-leadership-innovation-tli
Teacher Leadership Pipeline, Gestalt Community Schools	http://www.gestaltcs.org/careers/leadership-development/teacher-leadership-pipeline/
Teacher Leadership Program, Linn-Mar IA	https://www.linnmar.k12.ia.us/wp-content/uploads/2016/10/Teacher-Leader-Handbook-2017-18.pdf
Teacher Leadership Program, Southeast Polk IA	https://www.southeastpolk.org/we-win-by-teamwork/
Tennessee Teacher Leadership Network	https://www.tn.gov/education/teaching-in-tennessee/teacher-leader-guidebook/teacher-leader-network.html
Urban Math and Science Teacher Collaborative, Tufts University	"https://www.nsf.gov/awardsearch/showAward?AWD_ID=1035342 and https://www.nsf.gov/awardsearch/showAward?AWD_ID=1439880"

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APPENDIX B

EXAMPLES OF EACH TYPE OF TEACHER LEADERSHIP PROGRAM

TYPE A: CREDENTIAL PROGRAMS

Competency-based Programs:

- Master of Education in Teacher Leadership at Oakland University
- Teaching Matters Micro-credential in Teacher Leadership

Special Topic Programs

- Teacher Leadership for Equity and Social Justice Certificate at Lewis & Clark University
- American Federation of Teachers Teacher Leaders Program

Action Research/ Project-Based Programs:

- Classroom Teachers Enacting Positive Solutions (CTEPS)
- Na Kumu Alaka'i - Hawaii's Teacher Leader Academy

Programs for Teachers with Pre-existing Roles:

- Pennsylvania Institute for Instructional Coaching
- Maine Mathematics Coaching Project

TYPE B: FELLOWSHIP PROGRAMS

Role-based focus:

- Quality Teacher and Education Act Master Teacher Program
- Kentucky Education Association Fellows
- TeachPlus Policy Fellows

Subject-based focus:

- Knowles Science Teaching Foundation Fellows
- Teacher Leader Academy for Transforming East Alabama Math
- Grosvenor Teacher Fellow Program

TYPE C: AWARD PROGRAMS

Unsolicited Monetary Prize:

- Milken Educator Awards
- Golden Apple Award for Excellence in Teaching (Illinois)

Monetary Award by application:

- Lawrence O'Toole Teacher Leadership Award
- Fishman Prize

Non-monetary Recognition:

- National Teacher of the Year
- Busey Teacher of the Year

Networks of Type C Awardees (providing Type A Programs):

- NNSTOY Teacher Leadership Professional Learning Courses
- Nevada National Board Network

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TYPE D: CONSULTANCY PROGRAMS

Full Release or Hybrid Roles (enacted in place of teaching):

- Boston Peer Assistance and Review (PAR) Program
- US Department of Education School Ambassador Fellowship

Extended Roles (enacted in addition to teaching):

- Ed Reports
- American Achieves Educator Fellowship Program for Career Education
- National Academy of Science Teacher Advisory Council

Career Ladder Programs:

- Opportunity Culture Network Programs
- Denver ProComp
- Leadership Initiative for Teachers (LIFT), DC Public Schools

TYPE E: DIFFERENTIATED WORK PROGRAMS

Novice Teacher Mentoring Programs

- New Jersey Educator Mentoring and Induction Support
- Albuquerque Public Schools Mentor Program

Aspiring Teacher Mentoring Programs

- Newton Teacher Residency Faculty
- Educators Rising

TYPE F: COMMUNITIES OF PRACTICE

Programs support teacher leaders to learn shared roles together:

- Gulf of Maine Research Institute Regional Teacher Communities
- Temple University Teacher Leadership Network
- EduColor network

Programs support teacher leaders to support others:

- Exploratorium Teacher Leadership Program
- NYC MenTeach
- Aspire! NBCT network, Hillsborough County, FL

TYPE G: PROFESSIONAL ADVANCEMENT PROGRAMS

Locally-run programs:

- Teacher Leadership and Collaboration, Denver CO
- NYC Teacher Career Pathways

State-supported networks of local programs:

- Iowa Teacher Leadership and Compensation Program
- Tennessee Teacher Leadership Network

Local programs supported by partners:

- Leading Educators LEAP Program, Washington, DC
- Arizona Master Teachers of Mathematics
- Clinical Faculty Program at Virginia Commonwealth University

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