Over the past year, the Teachers Network Leadership Institute (TNLI) has concentrated its efforts on identifying what good principal and teacher leadership looks like and how it can best be fostered. *Successful School Leadership—A View from the Classroom* is our effort to ensure that the teacher's voice is an integral part of the ongoing conversation on how best to restructure educational practices and policies—and identify what is most needed to provide meaningful, sustainable leadership in New York City public schools.

THE TEACHER'S VOICE IN POLICY MAKING

TNLI

SUCCESSFUL SCHOOL LEADERSHIP

A View from the Classroom

SUCCESSFUL SCHOOL LEADERSHIP

A View from the Classroom

A REPORT FROM THE **METLIFE FELLOWS** IN THE **TEACHERS NETWORK LEADERSHIP INSTITUTE**

ABOUT TEACHERS NETWORK

TNLI is a major initiative of **Teachers Network**. Teachers Network is a non-profit organization—*by teachers, for teachers*—with a 25-year track record of success, dedicated to improving student learning in public schools. Teachers Network is unique in its focus on professional development as the key to improving student achievement. Using the power of an award-winning web site, videos, and print resources, Teachers Network leverages the creativity and expertise of a national and international community of outstanding educators. Through our leadership, Teachers Network empowers teachers to transform public schools into creative learning communities. For more information about Teachers Network, see **www.teachersnetwork.org**.

Ellen Dempsey • President and CEO
Ellen Meyers • Senior Vice President

WHO WE ARE

Teachers Network Leadership Institute (TNLI) was established 10 years ago by Teachers Network to connect education policy with actual classroom practice to improve student achievement. TNLI MetLife Fellows—teachers with full-time classroom teaching responsibilities— conduct action research studies in their classrooms and schools, develop policy recommendations based on their findings, and document and disseminate their work locally and nationally.

The MetLife Fellows in the **Teachers Network Leadership Institute** have co-authored four publications prior to this report: **Ensuring Teacher Quality** (2002), **What Matters Most–Improving Student Achievement** (2000), **A Guidebook for Connecting Policy to Practice for Improving Student Achievement** (2000), and **Getting Real & Getting Smart: The Teachers' Voice in Educational Policymaking** (1998). To access these publications and the teachers' action research studies, go to **www.teachersnetwork.org**. **Taking Action with Teacher Research** (Meyers & Rust, 2003), a collection of TNLI fellows' action research studies with chapters on how to do action research and connect it to policy, is available from Heinemann.

Major funding for the **Teachers Network Leadership Institute** is provided by the MetLife Foundation. Additional support is provided by The New York Community Trust.

With more than 40% of principals eligible to retire by 2006, a new generation of school leaders will take the helm to accelerate the transformation of the New York City school system.

INTRODUCTION

Who's the Boss?

Traditional perceptions of school leadership have focused on the principal of the school as its leader. Principals have historically occupied the top rung in the hierarchical structure of schools, and have tended to be autocratic in nature, aloof, and unapproachable, answering only to those "above" them. Principals, typically male in a female-dominated profession, have neither been seen as colleagues nor collaborators, and, traditionally, they have invested little in "empowering" teachers.

Fortunately, times are changing. In many places today, principals are no longer seen as supervisors; teachers are no longer viewed as their minions; and schools are now beginning to focus on the leadership potential of all stakeholders, especially teachers.

The best principals lead together with other school leaders. They understand that effective leadership must be a joint venture, and they support and recognize leadership skills in their teachers. However, leadership evolves in a context. Roles are determined by school needs, culture, politics, district mandates, and the principal's vision of leadership.

Over the past year, the Teachers Network Leadership Institute (TNLI) has concentrated its efforts on identifying what good principal and teacher leadership looks like and how it can best be fostered. **Successful School Leadership—A View from the Classroom** is our effort to ensure that *the teacher's voice* is an integral part of the ongoing conversation on how best to restructure educational practices and policies — and identify what is most needed to provide meaningful, sustainable leadership in New York City public schools.

Many of our conclusions and proposals are based on TNLI MetLife Fellows' action research findings. Every year, fellows—teachers with full-time classroom teaching responsibilities—conduct action research

studies in their schools and classrooms. Together with the work of other educational researchers, the findings from TNLI's collective body of research provide a basis for our policy recommendations. In this document, we draw from the 2005 action research study of MetLife Fellow Emily Sintz—"Shared Leadership: Effects on Teacher Practice, Professionalism, and Power" (teachersnetwork.org/TNPI/research/change/sintz.htm). We also cite studies by other MetLife Fellows throughout this document. A complete index of all TNLI action research studies can be accessed online at: teachersnetwork.org/TNPI/research/index.htm.
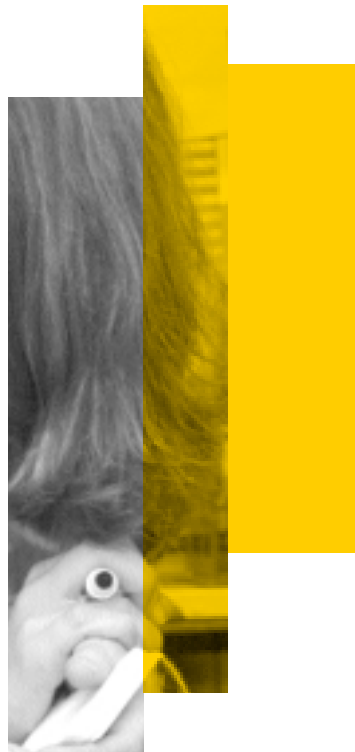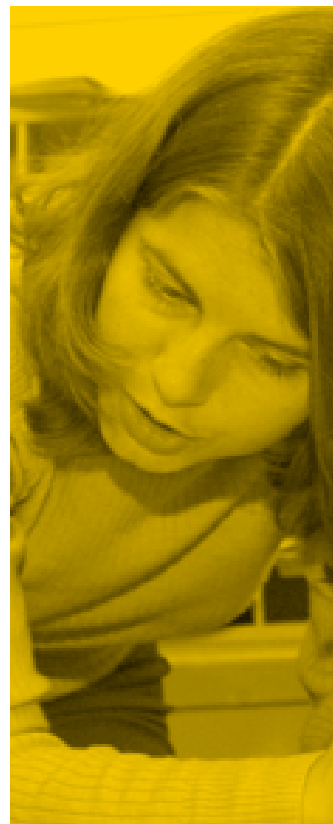
SETTING THE STAGE/DEFINING THE PROBLEM

Today, particularly in New York City, and other big-city school districts, there is an increasing need for new principals. Retirements, the lure of higher salaries for administrators in suburban districts, the small schools movement, and the creation of schools within schools—all have forced a re-thinking of school leadership, a reassessment of the ways in which leaders are identified and prepared, and growing investment in, and publicity for, such fast-track preparation programs as the Leadership Academy in New York City. The natural targets for these programs are teachers who have taken on leadership roles within their schools.

Teacher leadership raises two important concerns: First, while teachers are increasingly taking on (often unacknowledged) leadership responsibilities within their schools, there is a great reluctance among many teachers to leave their classrooms and jump on the administration bandwagon. Not only do teachers not want to give up teaching, but given the ever-expanding job description of principals, many teachers see the job as too stressful or too demanding, and consider the compensation insufficient compared to the responsibilities entailed. An increasing trend toward alternative models of school management within which teachers assume various leadership roles **in addition to** full-time responsibilities in the classroom raises a second concern—overburdening teachers. These models—"teacher leadership," "shared decision making," "distributive leadership"—could be viewed as possible solutions to the principal shortage, but care has to be taken not to lose skillful teaching in the interest of smooth operations.

Given these concerns and the clear need for leaders in our schools, we think it is important to examine the issue of school leadership more closely by looking carefully at what being a school leader means for principals and for teachers.
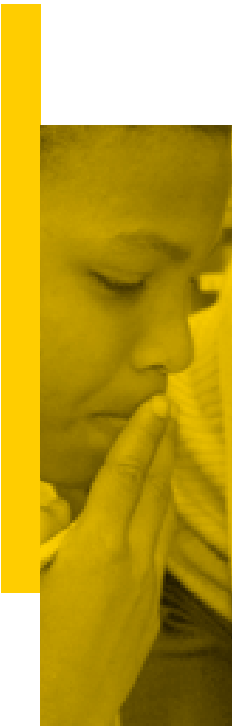
163 schools in New York City began the 2001-02 school year with temporary principals. Groff, 2001 Unsurprisingly, school districts that are perceived as the most challenging, in terms of having large percentages of impoverished or minority students and being under-funded, are facing the greatest shortages. Roza, 2003

GOOD PRINCIPAL LEADERSHIP

What does good principal leadership look like? Like a well-managed business, a well-orchestrated symphony, or a well-run classroom. In a well-led school, you might not even notice its leader, but you would certainly notice his or her influence.

Good principals may have many different styles and approaches, but one quality remains common throughout: the ability to develop other leaders. This is about delegation, trust, and building capacity. Without it, school-based reforms are unsustainable. Good principals realize that a good school must go further than the principal can take it alone. They learn to accept responsibility but divert credit and praise to others.[1]

Good principals were good teachers and remain good teachers. They don't hesitate to model lessons, coach teachers, or lead informed discussions on teaching and learning. They remain connected to the classroom and can relate to their teachers and students. They model what being a life-long learner looks like in their constant inquiry and desire to learn and improve on their practice and the practice of their teachers and students. They read, write, and compute, and ask lots of questions about instructional practice. They provide opportunities for teachers to do teacher research as an effective and ongoing form of professional development.

Good principals not only have a vision, they are visionary. To be visionary, they have to look beyond what may seem possible in the present in order to imagine a better future for their schools. Good principals take the risk of expressing what they imagine and attempt to make it reality. They also support or "step out of the way" of their colleagues who have forward-thinking plans and ideas. They are willing to accept

When TIME Magazine picked six "schools of the year" in 2001, the one thread they had in common was dynamic, dedicated principals who inspired, teachers, parents and students to do more than any-one thought possible. Goldstein, 2001

[1] Collins, J. (2001). *Good to great*. New York: HarperBusiness.

TNLI Fellows surveyed their principals (2004-05). The principals were unanimous about the necessity of teaching experience as a component of being an effective principal. Their reasons:

- **ability to give feedback**
- **credibility**
- **informed decision making**
- **curriculum expertise**
- **knowing how kids learn**
- **instructional leadership**
- **effective mentoring**

temporary messiness or backwards steps for the promise of something better. They encourage a community of questioners and divergent thinkers and expect their staff and students to voice opinions that may challenge the prevailing or majority view or their own stance.

It should be clear to everyone in a good principal's building—from the smallest pre-kindergartner, to the school secretary, to the graduating valedictorian, to the principal herself—that everyone will be challenged to do their best work. It should be equally clear that if their best effort does not produce the best product, the community will still support them. The school will be a place for experimentation, practice, and constant progress towards excellence.

Good principals create structures for their teachers to work as a com- munity. They provide resources–time, funding, space, and support—for collaboration, and they treat teachers as professionals who are expected to build their collective expertise through their own development. They engage teachers in the planning and provision of teacher-driven, ongoing, collaborative professional development.[2] They make sure to provide institutional support—coaching, resources, time, space—to move professional development from theory to practice.[3]

All the staff, all the students, and all the parents know what a good principal looks like because, if they have a good principal, they've seen her often. She should be everywhere at all times (or at least give the illusion that she is). Some days, she's greeting students at the front door before school, meeting with parents in the morning, doing lunch duty, and teaching an afternoon class; the next, she's doing breakfast

duty, running a morning advisory group, blowing the whistle at recess, and visiting kids in the after-school program. Good principals have a mostly open-door policy, but are rarely in their office because they are always moving throughout the building. They know their students and create structures that support their students being known very closely by at least one adult in their building.

They never allow their paperwork to get in the way of working with staff, students, or families.[4]

A good principal sends a clear message that the staff, students, and families are expected to put their best effort into the work of learning at the highest levels attainable. These expectations are explicitly stated and implicitly cultivated. High expectations are not transmitted in iso- lation. They are grounded in the community's needs and aspirations, and supports are put into place so all members of the community can meet or exceed expectations.

Good principals constantly evaluate and re-evaluate their school's performance based on a variety of assessment data. They analyze all data using questions such as "How can we do better?" and "Who are we not serving?" They use the dual lenses of excellence and equity to judge achievement. They share data, trends, and goals in collaborative meetings with staff members and stakeholders.[5]

A good principal, like a good teacher, knows that the job of educating children does not end in the classroom and that all parents can partici- pate in the leadership and support of the school and of their children's education.

[2] Meyers, E., Rust F., & Wayne, M., (Eds.). (2001). *Ensuring teacher quality.* New York: Teachers Network.

[3] Guskey, T.R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership.* 59(6), 45-51.

[4] Harwayne, S. (1999). *Going public: Priorities and practice at the Manhattan New School.* Portsmouth, NH: Heinemann.

[5] Johnson, R. S. (2002). *Using data to close the achievement gap.* Thousand Oaks, CA: Corwin Press.

4

For a study on the impact of high parent involvement in a low-income urban school, see MetLife Fellow Lamson Lam's article "Test Success, Family Style" in *Educational Leadership*, 2004, *61*(8), 44-47.

For an example of how one teacher's parent outreach work became an advocacy project, see MetLife Fellow Darri Stephens' study "The Leftovers: A Middle School Choice Game" (teachers network.org/TNPI/research/change/ stephens.htm).

They reach out to families in creative ways They realize that reaching out to parents is about advocacy and about political empowerment.[6] But … as NYU Professor Gary Anderson and others have noted, we have created a paradox. While the role of principal has been expanded to include all of the characteristics we think a good principal should embody, the result has been that nobody wants to take on the job. As our discussions and interviews with TNLI fellows who have become principals and our interviews with our own principals suggest, the principal's role has moved away from instructional leadership, the most important work of a principal. It now encompasses a variety of tasks that are far removed from classroom issues. As one principal described it, "It's like being pecked to death." Thus, the demand for principal governance goes unmet or is filled by persons lacking educational experience—a real disaster for schools. On the other hand, if leadership training programs are successful in recruiting teachers away from instruction, then our school systems, already plagued by the significant problem of teacher retention, will suffer the loss of experienced, effective pedagogues. Finding ways for principals and teachers to lead together seems essential.

STRONG AND EFFECTIVE PRINCIPALS[7] WILL:

- Distribute leadership, develop leaders, and divert credit
- Keep the focus on teaching and learning
- Encourage risk-taking by being a risk taker
- Create a challenging, supportive atmosphere
- Foster collaboration and nurture a professional community
- Be visible and accessible
- Communicate clear, high expectations, and provide the resources needed to meet them
- Critically analyze data on student achievement
- Involve parents and the community

[6] Mediratta, K. & Karp, J. (2003) *Parent power and urban school reform: The story of Mothers on the Move*. New York: Institute for Education and Social Policy.

[7] For further reading see: Crowther, F. (2002). *Developing teacher leaders: How leadership enhances school success*. Thousand Oaks, CA: Corwin Press. Chapter 4 of this book has a discussion of "New Roles for School Principals" that provides seven challenges for school principals and a detailed discussion of each.

Principals today are tackling tough curriculum standards, educating an increasingly diverse student population, shouldering responsibilities that once belonged at home and/or in the community, and then facing possible termination if their schools don't show instant results. It's no wonder fewer candidates want to be principals.

Ferrandino and Tirozzi, 2000

WHAT TEACHER LEADERSHIP LOOKS LIKE

Teacher leaders have leadership responsibilities outside of the classroom, either in addition to or in place of their regular duties. They may work with individual teachers to support classroom practice. They might train groups of teachers in professional development settings. They collaborate with various school constituents — other teachers, administrators, parents, community members, and students — on programs or issues that affect learning. They take on immediate crises and day-to-day challenges[8]. Sometimes, teacher leadership happens in isolation, with individual teachers taking on particular roles. Often, but not always, teacher leadership arises within the context of a larger school-wide vision of collective leadership in which responsibility and accountability for a school's operation and performance are distributed and extend beyond traditional leadership.

LEADERSHIP ROLES OF TNLI FELLOWS IN NYC SCHOOLS

- lead teachers in CC9 program in the Bronx*
- mentors for new teachers
- staff developers
- coaches
- grade leaders
- department chairs
- committee chairs
- school leadership team members
- professional development coordinators and facilitators
- union chapter chairs

*In this program, lead teachers open their classrooms as "laboratories" for other teachers to visit and learn from, while also leading professional development activities for other teachers. These lead teachers are in the classroom half-time, spending the other half of their time providing leadership support for other teachers.

In 2005, TNLI Fellows Elizabeth Gil and Emily Sintz conducted action research studies on teacher leadership. Gil focused on leadership in planning and facilitating professional development. She found that when teachers actively participate in shaping their school's professional development offerings, they take on leadership roles and ownership in school improvement initiatives. Teachers will choose topics that are relevant to their practice, will feel free to express themselves honestly, and will be creative.

[8] Lord, B. & Miller, B. (2000). *Teacher leadership: An appealing and inescapable force in school reform?* Newton, MA: Education Development Center, Inc.
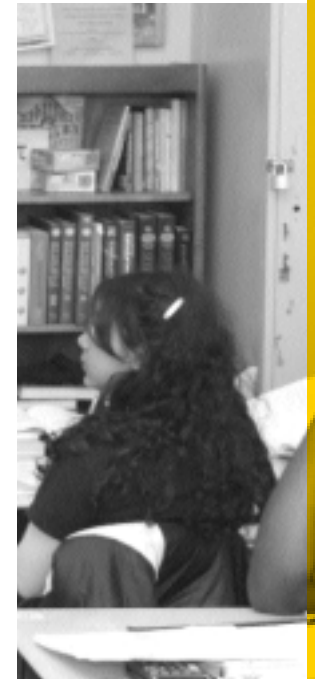
TEACHER LEADERSHIP: EFFECTS ON TEACHER PRACTICE, PROFESSIONALISM, AND POWER

In her action research study, Emily Sintz focused on three issues:

1. teachers' reluctance to become administrators in light of the growing principal shortage

2. the effects of teacher leadership on classroom practice, teachers' feelings of professionalism, and ultimately student performance

3. the increasing shift toward teacher leadership and various models of distributive management of schools

Sintz surveyed and interviewed 23 teachers who have taught or are currently teaching in schools with self-described models of shared leadership and who have taken on various leadership roles in these schools. She kept detailed notes of teachers' comments about leadership during staff meetings, in one-on-one conversations, and at more formal educational gatherings, e.g., professional development training sessions and conferences. She was especially interested in what prompted teachers to take on leadership roles, whether they were formally recognized by the school administration, and if they received training and compensation, in terms of extra time or money, for these duties. She interviewed teachers about how they define shared leadership and what effects

According to the *MetLife Survey of the American Teacher – 2003: An Examination of School Leadership*, only 9% of teachers nationally have a strong interest in becoming a principal.

In New York City, TNLI fellows conducted a survey of teachers at their schools to determine interest in teachers becoming principals:

YEARS OF TEACHING EXPERIENCE	YES	UNDECIDED	NO
(n=10) 0-3	30%	0%	70%
(n=21) 4-8	14%	19%	67%
(n=15) 9+	0%	13%	87%

they feel their teacher leadership has had on their classroom practice and their sense of professionalism and commitment. She also questioned them about what conditions they feel are necessary for or what obstacles they feel prevent effective alternative models, and whether they feel their leadership roles translate into increased teacher power.

TEACHERS' RESPONSES

Teachers most often took on leadership roles in the areas of curriculum and instruction, assessment, setting school tone and discipline, and individual project management—a category used to encompass a variety of roles revolving around designing and implementing projects for students. These roles most often center on the demands of classroom practice and meeting the needs of students. (See Table 1)

THE CONTEXT OF TEACHER LEADERSHIP

Sintz also surveyed the teachers about their reasons for taking on leadership roles, whether their roles were recognized, and whether they received compensation for their increased duties. As most of the teachers surveyed had taken on numerous leadership roles, she asked them to answer these questions based on how they would describe the majority of their leadership experiences. Many teachers had a variety of experiences that often fell into different categories.

TABLE 1 TEACHER LEADERSHIP ROLES

AREA OF LEADERSHIP	EXAMPLES	% OF TEACHERS IN THESE ROLES
CURRICULUM / INSTRUCTION	• Designing curriculum or instructional materials for school • Leading curricular teams • Developing interdisciplinary projects or instructional plans for school • Coordinating testing review for students	**83%**
SCHOOL TONE / DISCIPLINE	• Designing school-wide rules/policies • Serving as a dean • Serving on disciplinary committees	**78%**
PROJECT MANAGEMENT	• Student activities advisor (student government, prom, etc.) • Developing student guidance groups or workshops (girls' group, safe sex workshop) • Internship/community service program coordination • College advising • Records/organization	**70%**
ASSESSMENT	• Testing coordination • Developing and administering portfolio system • Designing assessment measures/rubrics for school	**61%**
BUDGETING / RESOURCE ALLOCATION	• Serving on budget planning committees • Selecting instructional materials for purchase • Designing school scheduling	**43%**
GOVERNANCE	• Serving on School Leadership Teams • UFT chairmanship • Serving on hiring committee • Meeting facilitation	**39%**
PROFESSIONAL DEVELOPMENT/ TRAINING OF OTHER TEACHERS	• Designing and running workshops for other teachers • Peer coaching and review • Mentoring new teachers • Technology training • Serving on inter-school networks	**35%**
GRANT WRITING	• Raising funds for individual classroom projects • Raising funds for school-wide programs	**22%**

She found that in the shared leadership environments in which these teachers worked, leadership opportunities were made available and were formally recognized by the school administration. However, the teachers rarely received training and compensation, nor was there enough time for their extra duties **and** their classroom-related activities. Only three of the teachers surveyed received any kind of release time in exchange for taking on extra duties. All carried out all of these responsibilities in addition to their full-time teaching loads. Only four expressed interest in becoming a school principal.

TEACHER LEADERSHIP EXPERIENCES

What most often prompted you to take on these teacher leadership roles?

48%   A leadership responsibility was made available by the administration, and I volunteered for it.

39%   I was specifically asked by the school administration to take on a leadership responsibility.

13%   I saw an unfulfilled need for this type of leadership responsibility and took it on myself.

Were your teacher leadership roles generally recognized by the school administration?

70%   formally recognized by school administration

30%   not formally recognized by school administration

Did you more often receive training or no training for your teacher leadership roles?

9%   training

91%   no training

Were you more often compensated or not compensated with extra time (release time) for your additional duties?

17%   compensated with extra time

83%   not compensated with extra time

Were you more often compensated or not compensated with extra pay for your additional duties?

13%   compensated with extra pay

87%   not compensated with extra pay

(n=23)

EFFECTS OF TEACHER LEADERSHIP ON CLASS-ROOM PRACTICE AND STUDENT ACHIEVEMENT

Almost unanimously, teachers attribute increased feelings of professionalism and a perception that their opinions are respected when taking on leadership roles within their schools. Of the 23 teachers Sintz surveyed, 87% felt that their voices were heard more than they might be in a more traditional school setting. As one teacher commented, *"I feel taking on these responsibilities is an important part of my job as a teacher and as a professional, and is a way of having my input valued and validated."*

Teacher leaders enjoy more freedom to make decisions that directly affect their students and themselves. Of the teachers surveyed, 78% identified at least one way in which their role as a teacher leader benefited their own classroom practice, most significantly, by allowing them to design curriculum, assessment, professional development, and school policies that have a direct impact on their classrooms. One teacher wrote, *"Shared leadership has allowed me more control over my classroom and the opportunity to design my own curriculum."* Teachers feel that their leadership roles have a positive influence on their classroom practice, and that they get to work more closely with other colleagues.

Along with these new roles for teachers come challenges. The teachers threw in a note of caution about the need to balance leadership responsibilities with those of teaching. Enabling teachers to best serve their schools and their students requires a restructuring of leadership in order to keep the focus on student achievement.

SHARED LEADERSHIP

When asked to define "teacher leadership" and "shared leadership," teachers' descriptions fell into five main categories:

1 **DISTRIBUTED DUTIES** These were described as responsibilities outside of the classroom as delegated by the principal and ranged anywhere from designing professional development to organizing a school dance. In some schools, these were duties that might be considered customary parts of an administrator's job.

2 **DISTRIBUTED POWER** Some teachers interpreted teacher leadership as a political construct. Teachers who seem to make this jump use phrases such as "teachers' voice in decision making," "shared power," "democratic models of schooling," and "consensus" when describing shared leadership. To these teachers, "shared leadership" requires teachers to have a say in important school decisions and, ultimately, the power to formulate school policy.

3 **CHANGE FROM THE ORDINARY** Some teachers seem to associate shared leadership with new school structures. For example, some teachers believe that alternative (i.e., being small or using alternative assessment) schools employ a shared leadership model. However, while restructuring (e.g., establishing collaborative meeting time) might be a necessary condition for encouraging shared leadership, it does not equal shared leadership.

4 **PROFESSIONAL LEARNING COMMUNITIES** This description of shared leadership seems most in line with the notions of "instructional coaching" and understandings of schools as "professional communities of practice." Within this framework, school constituents examine their own practice reflectively. School-wide professional development focuses on developing leadership skills, intellectual development, and providing support and training for teachers to reflect and improve on their practice. The overarching goal is always improved student learning. This association seems most amenable to incorporating teacher action research, reflection, and intellectual development into a vision of collective leadership. It might be described as an "inquiry-based approach."

5 **A RESPONSE TO WEAKNESS** While most teachers see teacher leadership and shared leadership emerging from a strong administration, some note that it also materializes in situations with weak leadership, where the need for teachers to step forward is even greater to ensure the effective operation of a school. While teacher leadership has historically been viewed as a

means of "filling the gaps" (WestEd, 2003), this situation illustrates perhaps a most extreme example of it.

Sintz learned that shared leadership requires a strong shared vision that teachers buy into from the beginning. There needs to be continuity and strength in leadership to build the vision and keep it at the forefront of what everyone is doing. While individual decisions can be negotiated, the overall vision cannot be constantly revised or compromised. School constituents must decide from the beginning which decisions will be left up to the teachers, which to the administration, and which will be made jointly. Not all decisions can be made collaboratively; attempting to do so will impede the effective operation of a school.

Notions of leadership need to be expanded to include constituents beyond administrators and teachers. One weakness in most models of distributive leadership seems to be that power stays in the hands of the "professionals"—not the community members, parents, and students. Shared leadership should encourage what Sergiovanni (1994) refers to as a "community of leaders"—a view of leadership as a "dynamic exercise of influence in pursuit of shared goals".

Shared leadership requires the identification and development of everyone's strengths. Open discussions are needed to build trust and prevent micromanagement. This idea connects to what Sergiovanni (1992) describes as the difference between "power over" and "power to." While "power over" exists in an environment of rules and control, "power to" exists in settings where everyone shares a common goal. Power is conceived of as a means of achieving a shared purpose.

School administrators need to be open to power sharing. There is a real difference between "shared duties" and "shared power." In setting up democratic models of administration, it is useful to think of how we set up our classrooms. If we do not want our classrooms to be "teacher- centered," but rather encouraging the participation of all, why would we want our schools to be "principal-centered?"

Leadership should be reciprocal. In exchange for taking on increased

We must rethink current roles and responsibilities in education and design a system that will work in this "high-stakes, high-standards-for-all-students" environment. The roles would be built around the core functions of the school (which have) moved beyond the confines of the principal's office and typically includes a leadership team made up of teachers and community members as well as the principal.

Jack Dale, Superintendent of Schools, Fairfax County, VA — from *Education Week*, May 4, 2005.

responsibilities, teachers must have a true say in school policymaking and set the *priorities* for shared governance. Denying teachers a real voice in school-wide decisions simply flattens the idea of "shared leadership" to a delegation of responsibilities.

Finally, as the work of Lord and Miller (2000) suggests, we may come to no longer view teacher leadership roles as "above and beyond," or as simply a means for increasing the number of people to share the administrative workload. Rather, we could begin to conceive leadership as an essential and valued part of a teacher's role, and as a necessary part of school restructuring.

Faithfully implementing a model of shared leadership that holds the promise of better schools for children **and** for the adults who teach them requires mutual confidence and trust and has huge implications for communities, school districts, and policymakers.

HERE'S WHAT YOU CAN DO TO HELP CREATE SHARED LEADERSHIP

Teachers can:

- Challenge the status quo
- Find an entry point for taking on a leadership role
- Collaborate with colleagues in your school—form study groups, do teacher research, plan together
- Network with other teachers across schools—join professional organizations*, attend conferences, take control over your own professional development
- Help students become leaders through community service, student government, school leadership teams

Principals can:

- Articulate a vision of shared leadership and invite teacher participation in enacting that vision
- Provide resources for teacher collaboration—time, funds, support
- Nurture leadership skills—shadowing, job rotation, professional development
- Offer flexible options. Keep in mind that teachers are reluctant to relinquish their practice full-time, and, if they do so, schools will lose qualified teachers from their classrooms.
- Seek ways to encourage shared leadership without big compromises
- Encourage teacher research and networking

School District, Regional, Department of Education administrators can:

- Provide resources for teacher and school collaboration—time, funds, support
- Work with the union to give greater flexibility to schools to determine how they structure their time and spend their funds—increase school-based option capability, develop career ladders for teachers
- Groom leadership among members of the school community by facilitating shadowing, job rotation, professional development
- Enable the principal to focus on instructional issues by providing support staff to take on administrative duties

- Develop principals in the schools they will be leading. Leadership is context-specific.
- Support principals to enact democratic models of leadership
- Form region-wide teacher research groups and provide opportunities for schools to share research
- Explore alternative modes for official leadership. One example of this might be having a school run by co-directors, where each leader also holds part-time instructional responsibilities.

Teacher educators can:

- Teach democratic forms of leadership in principal certification programs and in pre-service programs
- Teach teacher research to pre-service and in-service teachers, and administrators

Policymakers can:

- Determine ways in which to make the job of principal more doable
- Support the implementation of democratic forms of leadership—distributed leadership, shared leadership models, co-directorships
- Institute accountability systems that recognize that principals are not solely responsible for student achievement

*E.g. Teachers Network Leadership Institute. For annual application deadline, check out www.teachersnetwork.org/calendar/default.htm.

Through our partnership with the NYU Steinhardt School of Education's Institute for Education and Social Policy, we have TNLI fellows who participate as lead teachers in the CC9 Lead Teacher program. This is a good example of how redefining teacher roles can encourage teacher leadership while also enabling superior teachers to remain in the classroom.

MetLife Fellows Regla Armengol and Lisa Holm conducted an action research study when they piloted a leadership model in Fairfax County, VA. For more information, see "Job-Sharing: A Model for Teacher Leadership" at **teachersnetwork.org/TNPI/research/change/aremholm.htm**.

REFERENCES AND RESOURCES

Collins, J. (2001). *Good to great.* New York: HarperBusiness.

Cunningham, P. & Allington, R. (1999). *Classrooms that work: They can all read and write.* New York: Longman.

Dale, J. (2004). A teacher compensation system for the 'No Child' era. *Education Week,* 24 (34), 38-39.

Educational Leadership (February, 2003). Using data to improve student achievement. *Education Leadership*, 60.

Ferrandino, V.L., and Tirozzi, G.N. (2000). The Shortage of Principals Continues. *NAESP Principal Online,* 10/18/00. Available on-line at http://www.naesp.org/misc/edweek_article_10-18-00.htm.

Gabriel, J.G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: ASCD.

Goldstein, A. (July 20, 2001). How to fix the coming principal shortage. *Time Magazine*. http://www.time.com/time/columnist/goldstein/article/0,9565,168379,00.html

Groff, F. (2001). Who will lead? The principal shortage. *State Legislatures.* October/November 2001. http://www.ncsl.org/programs/pubs/1101prin.htm#principal

Guskey, T.R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, *59*(6), 45-51.

Harwayne, S. (1999). *Going public: Priorities and practice at the Manhattan New School*. Portsmouth, NH: Heinemann.

Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools.* Thousand Oaks, CA: Corwin Press.

King, D., Neuman, M., Pelchat, J., Potochik, T., Rao, S., & Thompson, J. (2004). *Instructional coaching: Professional development strategies that improve instruction.* Providence, RI: Annenberg Institute for School Reform.

Lord, B. & Miller, B. (2000). *Teacher leadership: An appealing and inescapable force in school reform?* Newton, MA: Education Development Center, Inc.

Lyons, C. & Pinnell, G. (2001). *Systems for change in literacy education: A guide to professional development.* Portsmouth, NH: Heinemann.

Mediratta, K., & Karp, J. (2003). *Parent power and urban school reform: The story of Mothers on the Move.* New York: Institute for Education and Social Policy.

MetLife. (2003). *The MetLife survey of the American teacher: An examination of school leadership.* New York: Author.

Meyers, E., Rust, F., & Wayne, M., (Eds.). (2001). *Ensuring teacher quality*. New York: Teachers Network.

Meyers, E. & Rust, F., (Eds.) (1999). *A guidebook for connecting policy to practice for improving student achievement.* New York: Teachers Network.

Meyers, E. & Rust, F., (Eds.). (2003). *Taking action with teacher research.* Portsmouth, NH: Heinemann.

Meyers, E. & Rust, F., (Eds.) (2001). *What matters most: Improving student achievement.* New York: Teachers Network.

Monroe, L. (1997). *Nothing's impossible.* New York: Public Affairs.

Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities.* New York: Teachers College Press.

Roza, M. (2003). *A matter of definition: Is there truly a shortage of school principals?* Seattle, WA: Center on Reinventing Public Education.

Sergiovanni, T.J. (1992). *Moral leadership.* San Francisco, CA: John Wiley & Sons.

Silberberg, M., (Ed.). (1998). *Getting real & getting smart: A report from the Teachers Network policy institute.* New York: Teachers Network.

Western Regional Educational Laboratory (WestEd). (2003). Leadership development: Enhancing the role of teachers. *R & D Alert*, *4* (3), 1-8.

CREDITS

This report was drafted by New York City classroom teachers participating as MetLife Fellows in the Teachers Network Leadership Institute during the 2004-05 school year:

Mary Brouder • High School of Telecommunications

John Chew • PS 90 Bronx/George Meany School

Shirley Chin • PS 130 Manhattan

Maureen Connelly, CC9 Lead Teacher • PS 64 Bronx

Jeremy Copeland • School of the Future

Jennifer Davoli • East Side Community High School

Jen Dryer • School of the Future

Jenn Flandro • PS 34 Manhattan

Chantal Francois • East Side Community High School

Tim Fredrick • Thurgood Marshall High School

Richard Gadsby • MS 113 Brooklyn/Ronald Edmonds School

Elizabeth Gil • CS 211 Bronx

Christine Heike • City as School

Kara Imm • Henry Street School for International Studies

Aneesha Jacko • PS15 Queens

Leslie Jirsa • Lower East Side Prep High School

Amy Kopchains • PS 171 Manhattan

Maria Lazarini • PS 146/Brooklyn New School

Erica Litke • East Side Community High School

Nicole Nadeau • PS 361 Brooklyn

Lisa North • PS 3 Brooklyn/Bedford Village School

Lisa Purcell • Park East High School

Vanessa Rodriguez • MS 255 Manhattan/ The Salk School of Science

Lucia St. Denis • CS 102 Bronx/Joseph Loretan School

David Silberberg • Satellite High School

Emily Sintz • Brooklyn Prep High School

Karen Ramirez • PS 29 Brooklyn

Kristal Rice • Children's Workshop School

Jennifer Rygalski • Mott Hall II Middle School

Carmen Vargas, CC9 Lead Teacher • PS 73 Bronx

THANK YOU

We would also like to thank the following people who we met with during the course of the year at our monthly meetings. They were instrumental in the shaping of this document.

Gary Anderson • Professor, NYU Steinhardt School of Education

Mary Brabeck • Dean, NYU Steinhardt School of Education

Gale Brewer • New York City Council Member

Christopher Clark • Director, School of Education, University of Delaware and Advisor, Teachers Network Leadership Institute

Leroy Comrie • New York City Council Member

Noreen Connell • Executive Director, Educational Priorities Panel

Ellen Dempsey • President & CEO, Teachers Network

Peter Dillon • Principal, Heritage High School

Carmen Fariña • Deputy Chancellor, Teaching and Learning, New York City Department of Education

Fernando Ferrer • Former Bronx Borough President

C. Virginia Fields • Manhattan Borough President

Charlotte Frank • Senior Vice President, Research & Development, McGraw-Hill Companies and Life Trustee, Teachers Network

Alice Hom • Principal, PS 124–Manhattan/Yung Wing School

Robert Jackson • New York City Council Member

Letitia James • New York City Council Member

Joel Klein • Chancellor, New York City Department of Education

Margarita Lopez • New York City Council Member

Joe Luft • Principal, Flushing International School

Roberto Martinez • Project Coordinator, NYU, Steinhardt School of Education, Department of Teaching and Learning

Sheryl McCarthy • Columnist, *New York Newsday*

Joseph McDonald • Associate Dean, NYU Steinhardt School of Education

Gifford Miller • Speaker, New York City Council

Cynthia Nixon • Actor and Spokeswoman for the Alliance for Quality Education

Bill Perkins • New York City Council Member

Janet Price • Principal, Brooklyn Prep High School

Ernest Pysher • Assistant Principal, Midwood High School

Joel Rivera • New York City Council Member

Dennis Walcott • Deputy Mayor for Policy, New York City

Anthony Weiner • US Congressman

Randi Weingarten • President, United Federation of Teachers

Eric Zachary • CC9 Coordinator, NYU Institute for Education and Social Policy

TNLI SENIOR FELLOWS

Leo Casey • Special Representative for High Schools, United Federation
of Teachers

Judi Fenton • Mentor, Region 9

Lamsom Lam • Research Assistant, Institute for Education and Social Policy

Joe Rafter • Urban Master Teacher, NYU Steinhardt School of Education

STAFF

Ellen Meyers • Senior Vice President, Teachers Network and Director,
Teachers Network Leadership Institute

Peter Paul • Director of Programs, Teachers Network and Coordinator,
Teachers Network Leadership Institute

Frances Rust • Professor, NYU Steinhardt School of Education and
Advisor, Teachers Network Leadership Institute

Ben Iddings • Assistant Director of Programs, Teachers Network and
Coordinator, Teachers Network Leadership Institute—New York City

Jennifer Chen • Program Associate, Teachers Network and Coordinator,
Teachers Network Leadership Institute—New York City