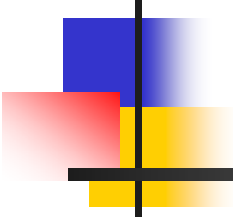


Teacher Leadership and the Evaluation of Teachers and Principals in North Carolina



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Evolution of Teacher Leadership

- Administrative Roles
 - Department chairs & lead teachers
- Individual Enhancement
 - Career ladders & merit pay
 - Curriculum development, staff development, & mentoring
- Site-based Decision Making
- Restructuring & PLCs



Transforming Teaching

- From isolation to full participation in the professional community
- From teaching at the center of attention to learning at the center of attention
- From teaching as a “technical” and “managed” role to teaching as a professional role requiring inquiry, scholarship, and leadership



Formal or Informal TL Roles?

- Formal “structures” for teacher leaders can clarify and affirm their work.
- There is a danger that formal structures could add levels to the education bureaucracy.
- Can we balance the two?



Why Teacher Leadership?

- Growing recognition of the size and complexity of the principal's role
- Growing recognition of the knowledge, skills, and expertise teachers can contribute
- Growing recognition of the need to develop long-term leadership for the school



Effects of Teacher Leadership

- Which comes first?
 - Respect for teachers as professionals
 - Teachers taking the initiative to make improvements
 - Collaborative work focused on teaching and learning
- Little evidence – especially related to classroom practice and student learning



Policy Context in NC

- New SBE mission and goals - 2006
- New teaching standards
- New standards for school executives/
principals and superintendents
- New evaluation systems for teachers
and administrators
- New program standards for all
- New program approval standards for all



Teacher Leadership and the New Standards

- Professional Teaching Standards
 - I. Teachers demonstrate leadership in classroom, school, profession....
 - II. ...work collaboratively with families... in the lives of their children.
 - IV. ...help students work in teams and develop leadership qualities.



Teacher Leadership and the New Standards

- NC Standards for School Executives
 - Strategic Leadership – visioning, planning, TWC data, processes to distribute leadership throughout the school....
 - Instructional Leadership – practiced distributive leadership and teacher empowerment, collaborative instructional planning, allocates resources to support teacher needs....
 - Cultural Leadership – collaborative work environment, empowers all staff....



Teacher Leadership and the New Standards

- NC Standards for School Executives
 - Human Resource Leadership – ensures that the school is a plc, ...processes for teachers to assume leadership and decision-making roles within the school, provide differentiated professional development based on staff needs....
 - Managerial Leadership – responsible for inclusion of all teachers in budget decisions, democratic problem-solving, and collaborative development and enforcement of rules....



Teacher Leadership and the New Standards

- NC Standards for School Executives
 - External Development Leadership – creates with staff opportunities for external stockholders to participate in the school....
 - Micropolitical Leadership – facilitate distributed governance and shared decision-making, involve staff in development of school policies, design transparent systems to manage human and financial resources, and maintain open communication.



Implications & Recommendations

- Skills and behaviors of teacher and principal leadership overlap
- The context for teacher and principal leadership is more overlapping than distinct
- Teacher leaders will need the support of their principals – who are also their evaluators



Implications & Recommendations

- Principals (and superintendents) will be evaluated on their ability to use and support teacher leadership....
- There is an expectation that all of this will occur in the context of professional learning communities....
- Need for knowledge, understanding, positive attitudes, skills.....