

## Be the change you want to see in others

**T**eachers who assume formal or informal leadership roles within their schools and districts share responsibility for the academic success of all students. As leaders, teachers contribute to improvement efforts, advocate for and support high-quality professional development, and serve as instructional leaders among their colleagues. These are some of the many ways teacher leaders guide continuous improvement within their schools.

Teachers contribute to school- and districtwide improvement efforts by taking an active role in setting the direction for changes within their grade or department and school. Working collaboratively with their colleagues, teacher leaders examine data about student performance, set goals for improvement, and work as a learning community to reflect on their instruction and assessments, align their classroom improvement goals with school and district goals for improvement, and contribute to planning and implementing change initiatives to reach those goals. For example, when a school adopts a reform mathematics program, teacher leaders might facilitate learning for their colleagues, coordinate the examination of student work, provide support as they implement the new curriculum and instructional strategies in classrooms, lead data dialogues to explore the impact of their efforts, and communicate with parents and the community.

As advocates for high-quality professional development, teacher leaders contribute to the design, implementation, and evaluation of school-based professional learning. They organize and coordinate learning teams that meet regularly to learn with and from each other. Teacher leaders design opportunities for ongoing learning

for themselves and their colleagues. They use NSDC's Standards for Staff Development with their fellow teachers to guide school and district decisions about professional learning. As leaders among their peers, teacher leaders believe that those within the school who share a common vision and goals can best solve complex problems. Teacher leaders are learners themselves and engage in an instructional leadership development program to hone their leadership skills.

Teacher leaders serve on or facilitate school or community committees, assist with developing monitoring systems to assess implementation of reform initiatives, and ensure ongoing follow-up

support. They model core values about their role in student success and ongoing improvement. They collaborate with others to make evidence-based decisions related to improving student learning.

Outside their schools, teachers serve in leadership roles within their districts, their professional associations, various networks, and agencies. As members and leaders within these organizations, teachers have opportunities to broaden their understanding of

issues, policies, and practices beyond their individual schools. With expanded perspectives and opportunities to learn, teachers refine their leadership skills.

Teachers who serve in formal and informal leadership roles contribute to a culture within the school that promotes joint work, shared responsibility, and focused effort. Teacher leaders working side by side with principals support deep change and continuous learning. They actively contribute to establishing priorities, establishing theories of change to achieve their goals, and monitoring the impact of their actions. Teacher leaders model the behaviors that are desired in all teachers. ◆

### LEADERSHIP

Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.



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For more information about the NSDC Standards for Staff Development, see [www.nsd.org/standards/index.cfm](http://www.nsd.org/standards/index.cfm)