

Charting New Career Paths for Teacher Leaders

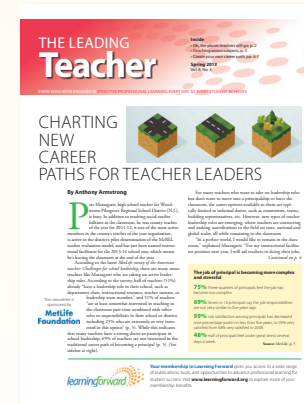


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Download the article and accompanying tools

This presentation is a supplement to the full article. Download more information, resources, and tools to help you implement these ideas in *The Leading Teacher* (2013, Spring).

Available at www.learningforward.org/publications/leading-teacher.



This newsletter was made possible with support from

MetLife Foundation



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Teacher satisfaction continues to decline

- Teachers' satisfaction with their jobs in public schools has declined 13 percentage points since 2001, from 52% to 39% very satisfied.
- Less satisfied teachers are more likely to be located in schools that had declines in professional development (21% vs. 14%) and in time for collaboration with other teachers (29% vs. 16%).

Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership*. NY: Author. Available at www.metlife.com/teachersurvey.



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Teachers want to contribute

- Half of teachers (51%) “have a leadership role in their school.”
- Half of teachers (51%) “are at least somewhat interested in teaching in the classroom part-time combined with other roles or responsibilities in their school or district.”

Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership*. NY: Author. Available at www.metlife.com/teachersurvey.



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Limited options for teachers

- 69% of teachers are not interested in a principalship (MetLife, 2012).
- Other options are typically limited to informal or unpaid duties, such as committees, teams, or building representatives.

Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership.* NY: Author. Available at www.metlife.com/teachersurvey.



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Hybrid roles for teachers

New teacher leadership roles allow teachers to remain in the classroom while:

- Dividing time in and out of the classroom.
- Making contributions to the field on state, national, and global scales.

Source: Armstrong, A. (2012, Spring). Charting new career paths for teacher leaders. *The Leading Teacher*, 8(3), pp. 1, 4-5. Available at www.learningforward.org/publications/leading-teacher.



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District support

Hybrid roles require support from district leaders.

- Find like-minded leaders.
- Make the connection from the additional activities to the benefits for teachers and students.

Source: Armstrong, A. (2012, Spring). Charting new career paths for teacher leaders. *The Leading Teacher*, 8(3), pp. 1, 4-5. Available at www.learningforward.org/publications/leading-teacher.



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Immediate opportunities

- Small leadership role can lead to bigger roles.
- Find projects you are passionate about.

Source: Armstrong, A. (2012, Spring). Charting new career paths for teacher leaders. *The Leading Teacher*, 8(3), pp. 1, 4-5. Available at www.learningforward.org/publications/leading-teacher.



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Increase visibility

Make your work more visible.

- Use readily available tools and channels, such as blogs and YouTube.
- Connect with other teachers in person or virtually.

Source: Armstrong, A. (2012, Spring). Charting new career paths for teacher leaders. *The Leading Teacher*, 8(3), pp. 1, 4-5. Available at www.learningforward.org/publications/leading-teacher.



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