Teacher Leadership Report

P-20 Teacher and Leadership Effectiveness Committee

Respectfully Submitted By:

Audrey Soglin, Illinois Education Association (Co-Chair)
Erika Hunt, Illinois State University (Co-Chair)
Pam Reilly, TLE Committee Staff

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Background

Teacher leadership is a powerful strategy to promote collaborative efforts and effective teaching practices that lead to improved decision-making through distributive leadership at the school, district, and state levels.

In 2011, the P-20 Council Committee on Teacher and Leadership Effectiveness (TLE) was charged by the Illinois State Board of Education to help craft recommendations for implementation of the new *Teacher Leadership Endorsement* programs mandated by Illinois Public Act 097-0607. The Act created a new teacher endorsement that recognizes the career continuum of educators, from pre-service teacher to classroom teacher, to teacher leader, principal, and beyond.

As such, the TLE Committee structured its recommendations for the new teacher leadership endorsement around three critical purposes of teacher leadership:

- To create a career path to retain and develop high-performing teachers for leadership roles;
- To formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and,
- To recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

The Committee's work identified specific roles that universities should consider when designing their teacher leadership endorsement programs, including:

- Curriculum Specialist (i.e., identifying, designing, and implementing curriculum and school/district improvement)
- Coach (i.e., coaching other teachers/staff on instructional practices)
- Mentor Teacher (i.e., providing mentoring to new and/or other teachers)
- Department Chair or Lead Teacher
- Content Specialist (i.e., leading instructional programs in content area)
- Teacher leaders responsible for supervising others
- Teacher leaders who lead programs relating to school/classroom climate, curriculum, instruction, or assessment.

Model Teacher Leader Standards

The 2011 recommendations of the P-20 TLE committee were designed around the "Model Teacher Leader Standards" developed by the Teacher Leadership Exploratory Consortium in 2008, which serve as performance standards that address the following core competencies:

1. Understanding Adults As Learners to Support Professional Learning Communities
2. Accessing and Using Research to Improve Practice and Student Achievement
3. Promoting Professional Learning for Continuous Improvement
4. Facilitating Improvements in Instruction and Student Learning
5. Using Assessments and Data for School and District Improvement
6. Improving Outreach and Collaboration with Families and Community.

> "Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement."
>
> 2008 Model Teacher Leader Standards

Although the work of the Model Teacher Leader Standards is broad, the 2011 work of the TLE Committee narrowly focused on two specific aspects of teacher leadership:

1. Developing the leadership pipeline
2. Providing distributed leadership roles to high achieving teachers

Both of these purposes focused on supporting the work of principals and did not consider the career trajectory goals of teachers.

Teacher Leadership and Career Development

Recently, conversations around defining teacher leadership have evolved into a broader goal of developing a career continuum for teachers that includes structures for giving teachers more voice in decision-making – at the school, district, and state levels.

The National Network of State Teachers of the Year (NNSTOY) recently released a report titled *Teacher Career Advancement Initiatives: Lessons Learned from Eight Case Studies*, which identifies the components of successful, sustainable teacher career continuums that positively impact teacher recruitment, teacher retention, and teacher job satisfaction. Of particular interest is emphasis on the need to enable teachers to move through a lattice career pathway rather than a "flat" profession. The NNSTOY case studies capture evidence of shared leadership structures in schools that provide teachers voice in school decision-making.

Introduction

"Teacher leadership" seeks to extend the influence of accomplished teachers from their classrooms to their school and district colleagues, policy leaders, and beyond.

A publication by New Leaders (2014) underscores existing teacher leadership research by demonstrating that providing teachers with leadership opportunities is a smart investment in the teaching profession, and highlighting the critical need to bring teacher voice into policy conversations. Teachers work with students daily and thereby possess the expertise required to make informed decisions about curriculum and instruction; to advocate for the profession; and to implement changes in a comprehensive and continuous manner. Teacher leaders working in collaborative teams that are supported by administration have the potential to improve teaching and learning throughout the school and district.

Teacher Leader Model Standards

The development of the Teacher Leader Model Standards is a step toward reversing a "flat" profession while developing dynamic career pathways for teachers.

The Standards were developed by the Teacher Leadership Exploratory Consortium, a diverse group of 10 national organizations, eight institutions of higher education, 10 practitioners, and 11 state education agencies. The Consortium examined research, conducted surveys, debated, and shared experiences to produce a set of standards to stimulate discussion among stakeholders of the teaching profession about what constitutes the knowledge, skills, and competencies that teachers need to assume teacher leadership roles in their schools, districts, and the profession. *(Source: www.nea.org)*

TEACHER LEADER MODEL STANDARDS DOMAINS
I. Fostering a collaborative culture to support educator development and student learning
II. Accessing and using research to improve practice and student learning
III. Promoting professional learning for continuous improvement
IV. Facilitating improvements in instruction and student learning
V. Promoting the use of assessments and data for school and district improvement
VI. Improving outreach and collaboration with families and community
VII. Advocating for student learning and the profession

The Standards are organized around seven domains of leadership. Each domain is supported by a list of functions that a teacher leader who is an expert in that domain might perform. However, the domains do not serve as comprehensive job descriptions for teacher leaders. The careers of teacher leaders ebb and flow. Sometimes they are solidly in domains I, II, and III; other years they may be in domains II, IV, and VII.

Teacher Leadership Pipelines

Individually, a teacher's sphere of influence tends to be small: the classroom, some colleagues, and, occasionally, administration. Teacher leadership expands these spheres, allowing teachers to shape the educational landscape.

The TLE Committee identified the below three pipelines of teacher leadership based on the Teacher Leader Model Standards.

School Principal

School- or District-Based Teacher Leader

Classroom-Based Teacher Leader

Pipeline One – School Principal

Not all teacher leaders want to become principals; they want to lead from the classroom without leaving it or remain closely connected to teaching without the operational responsibilities of the principal. However, some teacher leaders do wish to dip their toes into leadership training in the event that someday they may pursue a principalship. Recognizing the importance of school leadership and the growing complexity of the principalship, Illinois has worked at the forefront of innovation to improve principal preparation and has been recognized as a national leader in this area.[1] For over a decade, stakeholders throughout Illinois have engaged in efforts to improve principal preparation and development that began with the Illinois Commission on School Leader Preparation (2006), which led to recommendations made by the Illinois School Leader Taskforce (2008), and culminated in Illinois Public Act 096-0903.

IL P.A. 096-0903, enacted in 2010, reformed the way principals were recruited, prepared and credentialed throughout the state. The Act mandated that all programs seeking to prepare principals apply for state approval under the new requirements. It also eliminated Type 75 General Administrative programs that had largely been shown to be ineffective in preparing principals for today's schools.[2] That change was crucial in setting the stage to redesign programs with a targeted

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[1] Recognized for bold policy initiatives involving principal preparation and development, Illinois was nominated by the National Conference of State Legislators and selected by the Education Commission of the States as the recipient of the 2014 Newman Award for State Policy Innovation.

[2] Illinois Commission on School Leader Preparation, 2006. The intentionally broad design of the old programs was not specific to training principals and assistant principals, but rather a wide variety of administrative positions. IL P.A. 096-0903 intentionally narrowed the focus from preparation that led to a Type 75 General Administrative certificate to a narrow focus on the specific skills, knowledge, and competencies required of a school principal. This was a significant change as the Type 75 certificate was previously used to qualify educators for other positions such as department chair, athletic director, special education director, etc.

focus on the specific knowledge, skills, and abilities necessary for candidates to become effective principals and assistant principals.

With elimination of the Type 75 General Administrative programs, the teacher leadership endorsement was designed to create a career path to retain and develop high-performing teachers for leadership roles outside of the principal or assistant principalship (e.g., literacy coach, department chair). However, many universities designed their teacher leadership endorsement programs to articulate to the principal endorsement, allowing candidates to easily continue through the career pipeline. This was rather easy to do as the principal preparation programs offered at Illinois universities focus training on all seven domains of the Teacher Leader Model Standards. In today's schools, principals are required to be more than managers of buildings – they need to be "instructional leaders."

Pipeline Two – School- or District-Based Teacher Leader

The School- or District-Based Teacher Leader pipeline encompasses all seven domains of the Teacher Leader Model Standards. Good teachers form the foundation of good schools. Improving teachers' skills and knowledge is one of the most important investments of time and money that local, state, and national leaders can make in education. The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices for the benefit of their students.

Pipeline Three – Classroom-Based Teacher Leader

In every good school there are teachers whose vision extends beyond their classrooms, even beyond their own teams or departments. Such teachers recognize that students' school experiences involve not only interactions with individual teachers but also complex systems in place throughout the school, district, nation and world. This awareness prompts these teachers to want to influence change. Whether on their own initiative and or within a more formal structure, these professionals find ways to exercise teacher leadership.

These teacher leaders continue to work on their Instructional Practice but their leadership lies strongly within domains VI and VII of the Teacher Leader Model Standards. They want to expand their influence outside of the classroom into their communities, policy, and practice.

Tensions in Defining Teacher Leadership

Prominently missing from the teacher leadership discussion is a widely accepted definition of "teacher leadership" that encompasses the myriad roles teacher leaders play in their schools and districts, or those to which they aspire. Without a definition that encompasses the additional pathways for teacher leaders, the concept of what it means to be a "teacher leader" becomes unclear and confusing to school districts and to universities training the next generation of teachers.

What Districts Want, What Teachers Desire and How Universities Train

Following the recommended criteria from the 2011 P-20 Council TLE Committee, ISBE put into place requirements for the new teacher leadership endorsement programs. Based on these new requirements, teacher leadership endorsement is now designed to create a career path to retain and develop high-performing teachers for leadership roles. Currently, 26 universities throughout Illinois have approved teacher leadership endorsement programs. Some of these programs were developed along the career pathway to becoming an administrator and do not account for the new and evolving purpose that the concept of teacher leadership is taking at state and national levels.

Now, three years later, the P-20 Council TLE Committee is revisiting the topic of teacher leadership but this time through the lens of district- and school-based positions in an effort to assure that university-based teacher leadership endorsement programs are designed to meet the needs of districts. As such, the Committee has focused on the following activities:

- Examining the current state of teacher leadership in Illinois schools by documenting what is occurring in this arena throughout schools and districts, and identifying teacher leadership needs.
- Learning about and publicizing innovative teacher leadership programs at the school, district, higher education, and state levels.
- Identifying district-level best practices in teacher leadership.

Most often, teacher leadership is described and defined through formal roles usually linked to compensation. Case in point, a recent recommendation from the Illinois School Leadership Advisory Council (ISLAC) was to "establish a task force to study the state's new teacher leadership endorsement and develop strategies to coordinate teacher leader development with recruitment and selection of interested teacher leaders into principal preparation programs." Here, teacher leadership is defined as a natural pathway to administration.

However, through the TLE Committee's conversations with teachers and analysis of data collection results, the Committee has come to see a broader definition of teacher leadership – not defined by the educator role but by the behaviors the teacher demonstrates, and the personal and professional growth the teacher seeks. To take the pulse of the teacher leadership landscape statewide, the Committee developed and disseminated a teacher leadership cross-sectional survey of Illinois teachers, principals, superintendents and school board members.

What Teacher Leadership Looks Like in Illinois

Between March 2015 and July 2016, the TLE Committee surveyed the field on the topic of teacher leadership. The draft survey questions were developed by TLE Committee staff and reviewed by a sample of TLE committee members. The survey focused on key areas of teacher leadership:

- Value of teacher leadership
- Current teacher leadership roles
- Selection criteria and process
- Teacher leadership training
- Knowledge of teacher leadership endorsement
- Shared decision-making and responsibilities among teachers and administrators
- Benefits and issues of teacher leadership programs
- Conditions for teacher leadership roles
- Professional learning communities
- Opportunities for collaboration.

The survey also included questions designed to educate respondents about teacher leadership.

Respondent data

Representatives of supporting organizations – Illinois Principals Association, Illinois Association of School Administrators, Illinois Association of School Boards, Illinois Education Association, Illinois Federation of Teachers, Illinois State Board of Education, and United States Department of Education – validated the survey and distributed it to their members. A total of 2,129 individuals responded.

By far, teachers comprised the majority of respondents, at 1,461 (69%) of the total; superintendents were the smallest group of respondents, at 70 (3%).

RESPONDENT TYPES	# OF RESPONDENTS	% OF TOTAL RESPONDENTS
Teachers	1,461	69%
Principals	250	12%
Superintendents	70	3%
School Board Members	348	16%
TOTAL	**2,129**	**100%**

Geographic representation

Respondents represented all areas of the state, as shown in the chart below (response from the Chicago area was low, begging further research). Most teacher leadership roles currently in place are located "north of I-80," rendering the survey an important educational document as well as a barometer on statewide interest in these roles.

Total percentage respondents by geographic area

Chicago	Collar Counties	Large Population	Small Town/Rural
11	37	18	34
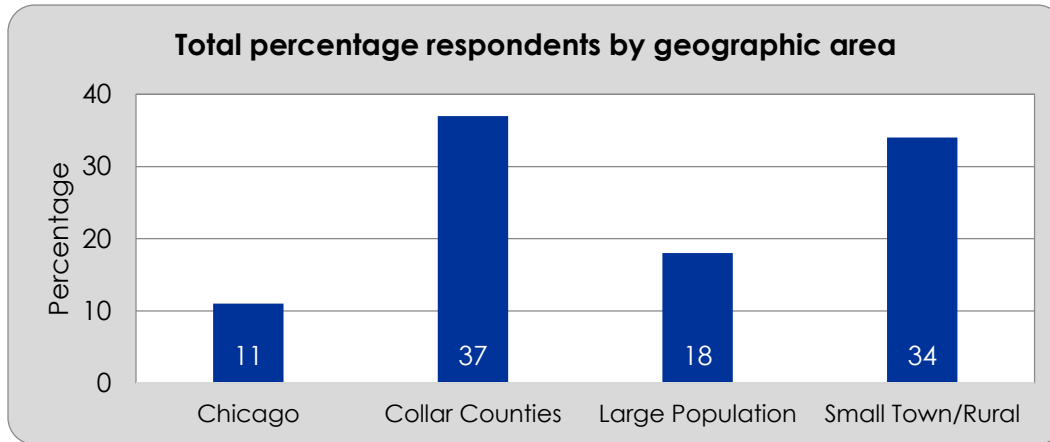
Geographic representation by role

Teachers comprised the majority of respondents. This point stands out in the Chicago data below. While the city produced the smallest survey return rate (11%), 97% of responses were from teachers. The return rates of Small Town/Rural areas and the Chicago Collar Counties (Cook, DuPage, Kane, Lake, McHenry and Will) were comparable at 34% and 37% respectively. Yet, Collar County teachers outnumbered Small Town/Rural teachers by 27 percentage points. Small Town/Rural districts, however, can boast engaged School Board members, who delivered a response rate of 30%, far greater than any other geographic area.

Percentage respondents by role in each geographic area

Legend:
- Teachers
- Principals
- Superintendents
- School Board
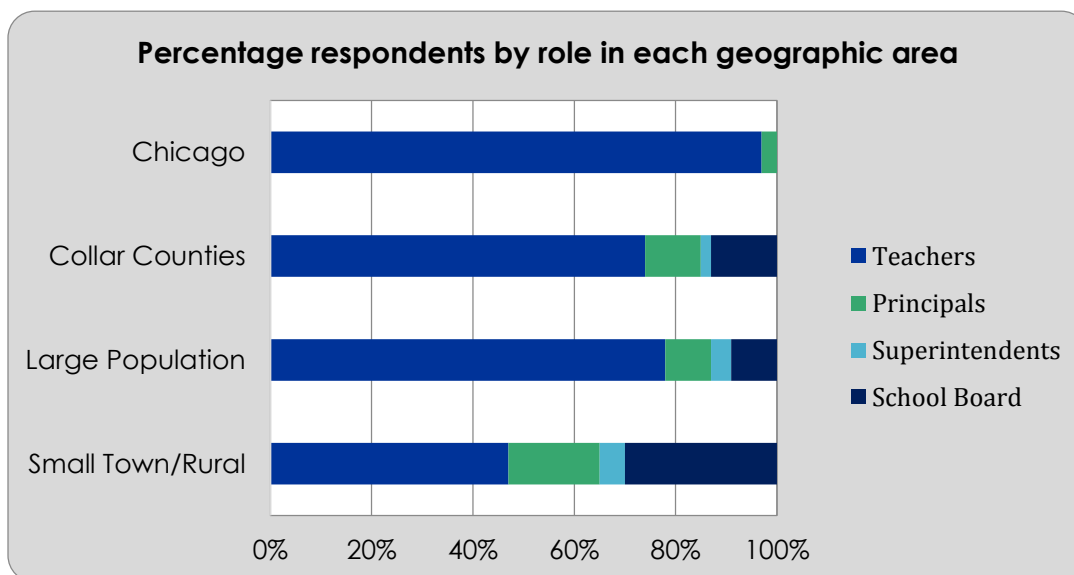
Grade level representation

All grade levels were well represented by teachers and principals. Though the number of teacher respondents greatly outnumbered principals, their percentage representation of each grade level was remarkably similar. Because teacher leadership "looks" different at every level of education, it was important to receive feedback through the lens of each grade level.

Grade levels represented
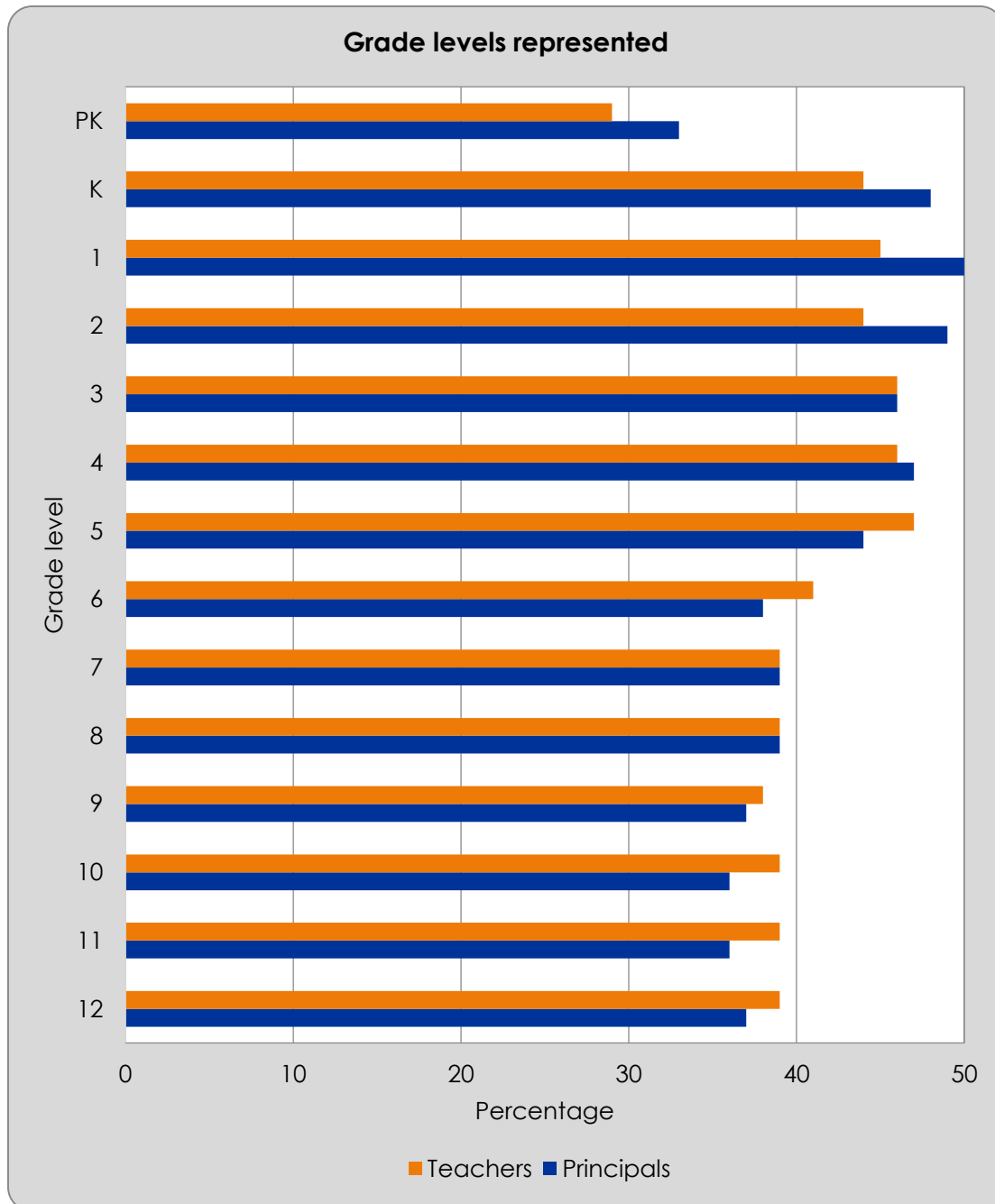
Teacher Leadership Roles

The survey gathered data on leadership roles teachers can play and the value placed on those roles from the perspectives of teachers, principals, superintendents, and school boards.

What Principals Want and Need

Teacher leadership can provide a great deal of support to the increasingly complex and demanding role of the principal. For this reason, principals were asked how they spend the majority of their time during a typical school year.

Top 3 ways principals *currently* spend their time

Category	percentage
Formal teacher evaluation feedback meetings	51
Building management	52
Formal teacher evaluations	70
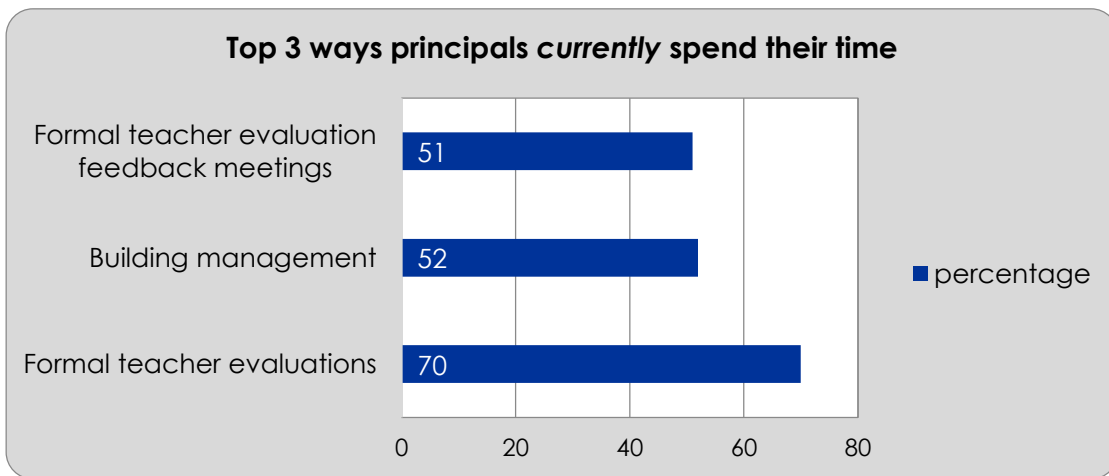
When principals were asked how they would ***prefer*** to spend the majority of their time, their top three answers pointed to being more involved in the classroom and with teachers. Utilizing teacher leaders can help support the principal's ability to scale effective practices by adding the teacher's voice to the improvement process.

Top 3 ways principals would *prefer* to spend their time

Category	percentage
Instructional meetings with individual teachers/groups	56
Classroom observations, walkthroughs	67
Providing feedback to teachers in non-evaluative ways	67
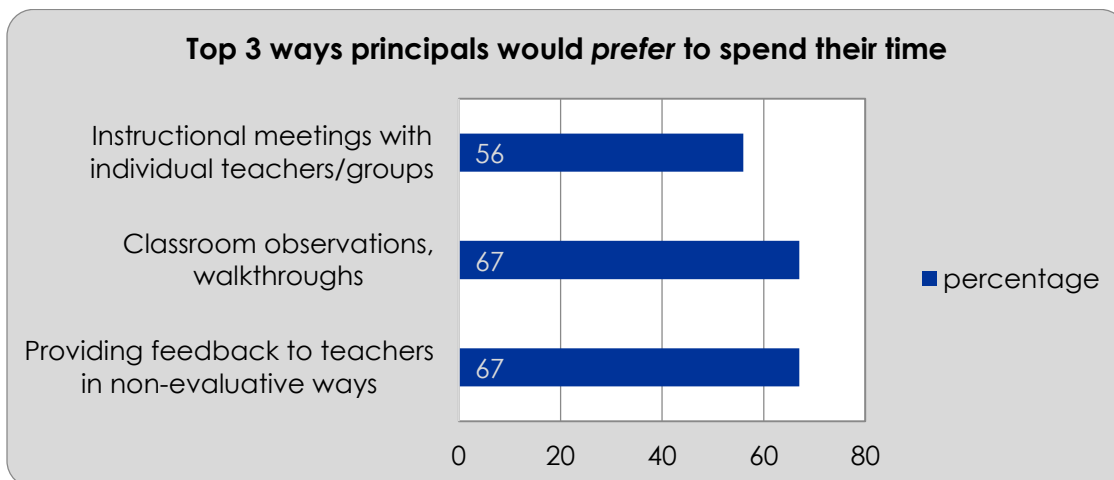
The chart below takes a closer look at the gaps between what principals say they actually do and what they would prefer to do.

Reality vs. desire - how principals spend their time

Category	How principals CURRENTLY spend time	How principals would CHOOSE to spend time
Formal teacher evaluation feedback meetings	51	32
Building management	52	15
Formal teacher evaluations	70	19
Instructional meetings with individuals/groups	13	56
Classroom observations and walkthroughs	40	67
Providing feedback to teachers in non-evaluative ways	14	67

■ How principals CURRENTLY spend time
■ How principals would CHOOSE to spend time

Though principals have increased responsibility with teacher evaluations, principals and superintendents seem to think the demands of the principal job are reasonable.

What principals think of their job demands

	Principals	Superintendents
Not at all reasonable	12	35
Sometimes reasonable	54	
Reasonable	29	62
Very reasonable	5	3

■ Principals
■ Superintendents

Percentage
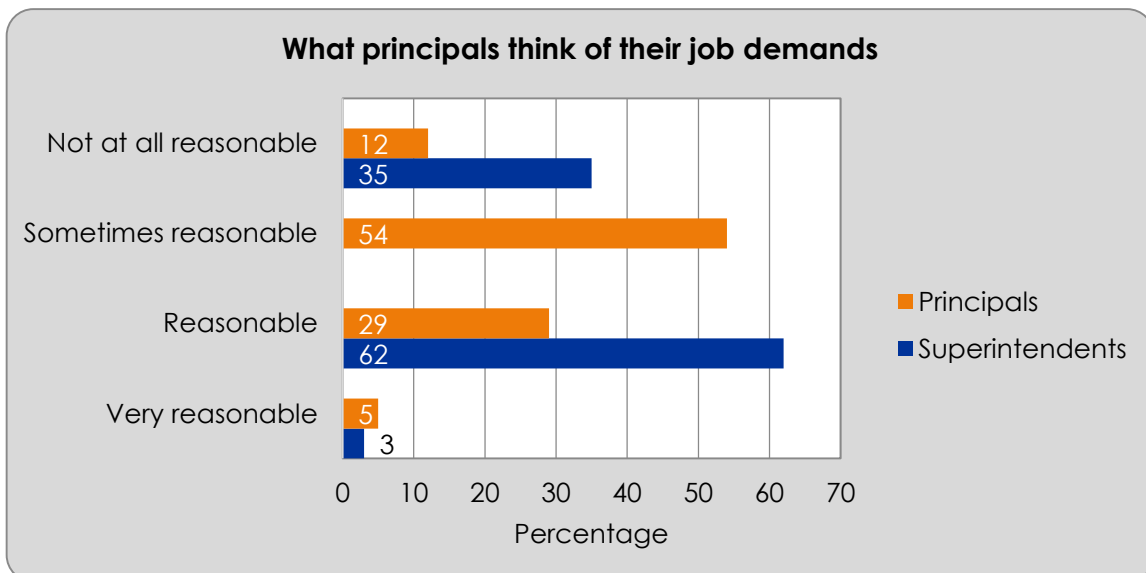
Principals and superintendents agreed that peer evaluations could help increase the capacity of the principals while school board members said maybe.

Support of peer evaluations becoming part of district

Category	Yes	No	Maybe
Principals	53.6	12.6	33.8
Superintendents	50	20	30
School Board Members	36.3	15.9	47.8

Percentage
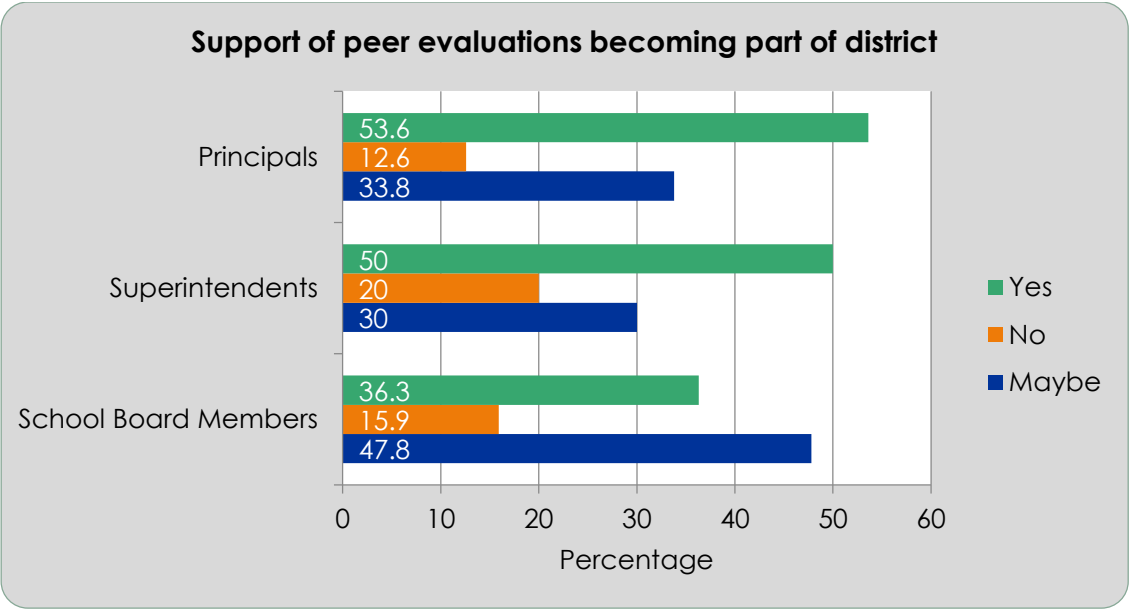
The conclusion can be made that while principals accept that the job comes with administrative demands, they would rather those demands be related to supporting their staff. This is where teacher leadership can positively impact the principal role. Teacher leaders take on administrative tasks such as teacher evaluations and professional development, freeing the principal to focus on providing instructional leadership.

Formal Teacher Leadership Roles

Teachers, principals, superintendents, and school board members were asked to rank teacher leadership roles in order of importance. Knowing that most respondents were not familiar with these roles, the survey provided the following descriptions.

ROLE	DESCRIPTION
Instructional Coach	Brings evidence-based practices into classrooms by working with teachers and other school leaders
Peer Evaluator	Provides opportunities to assist colleagues on the cycles of evaluations: pre-observation, observations and post-observations
Curriculum Director	Oversees a wide range of educational aspects in a school district, including ensuring: the district's curriculum meets educational expectations and standards; schools are using appropriate textbooks; teachers have the skills to deliver high-quality instruction to students
New Teacher Mentor	Promotes growth and development of beginning teachers to improve student learning; serves as the new teacher's colleague and emotional support throughout the challenging first years of teaching
Data Coach	Facilitates development and implementation of an assessment program and data management system that supports the improvement of student achievement
Department Chair	Provides instructional leadership and alignment with standards; assists development and implementation of common assessments, and effective instructional strategies in their content areas
Staff Development Leader	Provides ongoing professional development to staff on areas of instruction, management, and best practices (may arrange professional development meetings, book clubs, and other activities, and model in-classroom teaching strategies and instruction)
Technology Coach	Provides ongoing professional development on utilizing technology in the classroom; helps teachers infuse lesson plans with technology; guides learning center directors and parents to technology that parallels classroom instruction and activities

Most Valuable Teacher Leadership Roles

Respondents ranked teacher leadership roles in order of most valuable to their school districts. Color coding in the chart below highlights each teacher leader role for ease of comparing rank among respondent groups.

Some points of note:

- Peer Evaluator importance fell fairly low, though one of its greatest benefits is increasing the capacity of the principal. According to survey results, the majority of a principal's time is spent on evaluations and paperwork; a Peer Evaluator could lift the burden of those responsibilities.
- Technology Coach is near the top of every list. Districts that have technology budget line items spend a great deal on one-to-one technology, smart boards, IPads, laptops, etc., but provide teachers little training or support on how to integrate that technology into their curriculum. The Technology Coach does this.
- Instructional Coach tops the list for teachers, principals, and superintendents. Principals need to provide professional development by being "instructional leaders," as encouraged by Illinois' new Principal Endorsement. But, as the survey demonstrated, they have limited time to do so. The Instructional Coach addresses this challenge by collaborating with teachers and administration to meet their needs and provide support to enhance instructional areas that need improvement.

Rank	TEACHER	PRINCIPAL	SUPERINTENDENT	SCHOOL BOARD
1	Technology Coach	Instructional Coach	Instructional Coach	New Teacher Mentor
2	Instructional Coach	Staff Development Leader	Technology Coach	Technology Coach
3	New Teacher Mentor	Technology Coach	Curriculum Director	Curriculum Director
4	Staff Development Leader	Data Coach	Staff Development Leader	Instructional coach
5	Curriculum Director	New Teacher Mentor	New Teacher Mentor	Staff Development Leader
6	Peer Evaluator	Curriculum Director	Data Coach	Peer Evaluator
7	Department Chair	Peer Evaluator	Peer Evaluator	Department Chair
8	Data Coach	Department Chair	Department Chair	Data Coach

Lessons Learned From Districts with Teacher Leadership in Place

The survey was organized to identify responses of superintendents and principals with teacher leadership positions in place in their districts; and teachers currently serving in teacher leadership roles. This subgroup sample of 278 (105 teachers, 114 principals, and 59 superintendents) enabled the TLE Committee to learn from practitioners who have direct experience with teacher leadership roles.

The first set of questions asked about the current process for selecting and training teacher leaders. Respondents unanimously indicated the selection process *begins with an application and interview*. As shown below, next steps vary by respondent group.

TEACHER LEADER SELECTION PROCESS		
Teachers	Principals	Superintendents
Selected by administration	Excellent ratings on performance and evaluations	Identified expert in field with excellent ratings on evaluation
Advanced degrees	Administrator's decision	Teacher has interest in position or volunteered
Advanced degrees or training leadership	Teacher's willingness or volunteered for the position	Respected by peers and ability to lead others
Volunteer/ willing	Advanced degrees, endorsements or training in leadership	Teacher Leadership Endorsement and Principal Prep Program (Type 75) approved by ISBE and NCATE
Based on seniority	Based on seniority	Chosen by administration
Past evaluations – excellent	Respected by peers	
Outlier responses		
ROE training on mentoring	5 years classroom experience	Must have taught 5 years
Master's Type 10	Experience with Apple computers	Knowledge of MTSS (Multi-Tiered Support System)
Criteria of OS4	School Improvement Grant (SIG) Grant Process	Previous formal teacher leadership experience
National Board status and completion of a weeklong mentoring program	Recommended by peers	Able to use data to drive instruction
Passed "Growth Through Learning" Modules	Collaborated with union on selection	
"Brown noser"		

In January 2016, NNSTOY and Pearson released a report titled *Teacher Career Advancement Initiatives: Lessons Learned from Eight Case Studies*. The report outlines the importance of "excellence" when selecting teachers for teacher leadership roles. Teaching excellence (determined through the use of objective, valid measures of teacher effectiveness, such as high marks in student achievement or growth) plays a critical role in determining eligibility for teacher leader roles and assuring the credibility of teachers selected for those roles. All of the sites this report studied used teachers' evaluations as a universal standard in hiring them for teacher leader positions.

Training Available for Teacher Leadership Roles Within District

The NNSTOY report emphasizes the importance of training to ensure the success of teacher leaders, stating:

- "Specific training for teacher leaders around their specific leadership roles and the related competencies they need is critical for their effectiveness and acceptance by their peers," and
- "Professional development for teacher leaders should be provided prior to stepping into leadership roles."

The TLE Committee survey asked respondents what training is provided to teacher leaders after teachers have been hired into leadership roles. Unfortunately, the top response was: **none**.

TEACHERS	PRINCIPALS	SUPERINTENDENTS
Top 3 responses consistent among respondent groups		
None	None	None
Professional development via conferences and workshops	Professional Development via conferences and workshops	Professional Development via conferences and workshops
Mentoring by other teacher leaders/administration	Mentoring by other teacher leaders/administration	Mentoring by other teacher leaders/administration
Additional responses varied by respondent group		
Type 75	Training to be a mentor to new teachers	Weekly/monthly meetings with other teacher leaders/ administration
Advanced degree	Teaching experience	ROE training
National Board process	Weekly/monthly meetings with other teacher leaders and administration	*Growth Through Learning* modules
Teaching experience	*Growth Through Learning* modules	

Successes and Benefits Since Implementing Teacher Leadership in the District

The survey asked questions to explore the extent to which districts value their formal teacher leader positions. Teachers and administrators almost universally stated benefits such as supporting new teachers, producing high-quality curriculum and instruction, improving collaboration and communication, and increasing student test scores. *(PD = professional development)*

TEACHERS	PRINCIPALS	SUPERINTENDENTS	SCHOOL BOARD
Support of new teachers to improve craft, and retain in districts and profession	Increased staff development/ support in curriculum, instruction, assessments, data, technology	Support of teachers with job-embedded curriculum, instruction, assessments, data PD	Increased job-embedded technology, curriculum, instruction, best practices, assessments, data, differentiation, curriculum/standards alignment PD
Support/value of teachers as professionals	Increased student growth/performance	Increased collaboration/ communication between teachers/ teams/staff and administration	Improved student learning, engagement, growth, test scores
Increased quality of curriculum, instruction, student performance	Improved collaboration/ communication among teachers, and teachers and administration in decision-making	Increased student growth	Support of new teachers with mentoring programs
Increased collaboration/ communication among teams, teachers, and administration	Feelings of support among new teachers in mentoring program	Increased classroom technology use	Increased collaboration among teachers, and teachers and administrators
Streamlined understanding of assessments/data	Support of work/increased effectiveness of principals	Support of new teachers with quality mentoring programs	Increased technology use

Challenges Experienced Since Implementing Teacher Leadership in the District

The survey also sought to understand the challenges posed by implementing teacher leadership roles. Common themes (color coded below) were: lack of clearly defined roles for teacher leaders; lack of time to collaborate and build trust; and difficulty for the teacher leader to be the "middle man" between administrators and teachers. *(Listed in order of most common answers; TL = teacher leader)*

TEACHERS	PRINCIPALS	SUPERINTENDENTS
Unclear TL roles	Lack of time to meet with teachers due to schedule constraints	TLs creating trust and buy-in with teachers and administration
Lack of collaboration time with teachers due to schedule constraints	TLs creating and maintaining trust among teachers	TL finding time to lead and schedule collaboration time with colleagues
Building and maintaining trust with teachers	Unclear roles and expectations of TLs	Finding where TLs "fit," neither administrator nor teacher – "middle-man"
Administration letting go of control	TLs giving honest feedback to peers	Funding TL costs
Lack of training	TLs working with administration	Unclear roles and expectations of TLs
Meeting demands of position with new state standards, assessments and evaluations	Lack of training for TLs	Union resistance to TL roles
Being the "middle man"	TLs feeling isolated, neither teacher nor administration – "middle man"	Unclear evaluation method, process for TLs

● = lack of time   ● = trust building   ● = unclear roles   ● = "middle man"

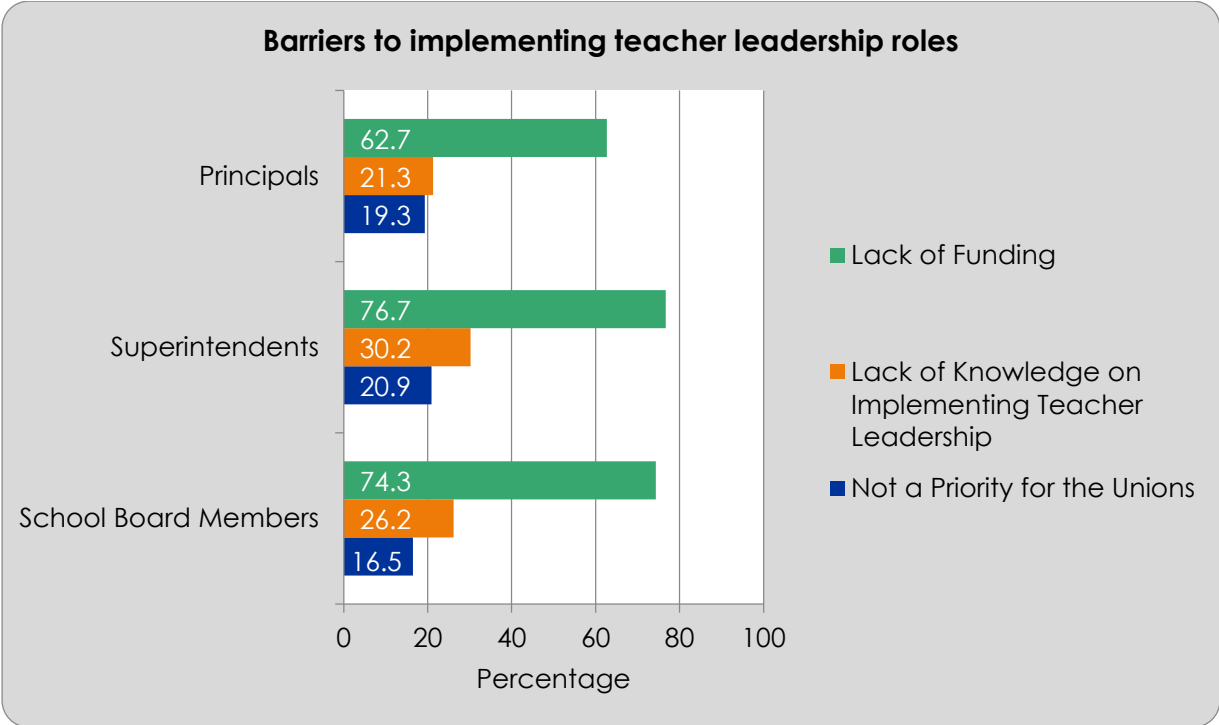## Impact of Teacher Leadership on Student Learning

The survey asked respondents to identify how formal teacher leadership roles in their districts have impacted student learning.

The results on the next page are ranked in order of most common answers. The top response among all respondent groups is that the roles have had a positive impact on student learning and assessment scores.

PRINCIPALS	SUPERINTENDENTS	SCHOOL BOARD
Positive impact on student learning and assessment scores	Positive impact on student learning and assessment scores	Positive impact on student learning and assessment scores
Increased quality of instruction due to: 1) knowledge of data to drive instruction and 2) PD for and daily support of teachers	PD for and support of teachers	PD for and support of teachers
Support of new teachers	Increased communication among teachers and administration	Support of new teachers
Support of administration by freeing time for other work	Curriculum alignment among grade levels and with Illinois State Standards	Curriculum alignment among grade levels and with Illinois State Standards
		Stronger teacher representation with administration

Perceived Barriers to Implementing Formal Teacher Leadership Roles

The survey also identified respondents *without* formal teacher leadership positions in their districts in order to understand their perception of teacher leader roles. One question asked participants what barriers would inhibit implementation of formal roles. All respondent groups identified "funding" as the greatest barrier.

Barriers to implementing teacher leadership roles

Respondent Group	Lack of Funding	Lack of Knowledge on Implementing Teacher Leadership	Not a Priority for the Unions
Principals	62.7	21.3	19.3
Superintendents	76.7	30.2	20.9
School Board Members	74.3	26.2	16.5

The Need for Teacher Leadership

The survey sought to identify the need for teacher leadership in schools and districts by asking teachers about their current schedules and responsibilities.

One question asked teachers how additional responsibilities currently impact their classroom instruction. One-half of respondents said they feel their instruction suffers when they have multiple additional responsibilities. Putting teacher leadership roles in place would provide these teachers support and increase their capacity by removing some of their non-classroom responsibilities. New teachers in particular need this kind of support.

Instruction suffers due to additional responsibilities

Response	percentage
Almost always	50.8
Sometimes	45.5
Never	3.7
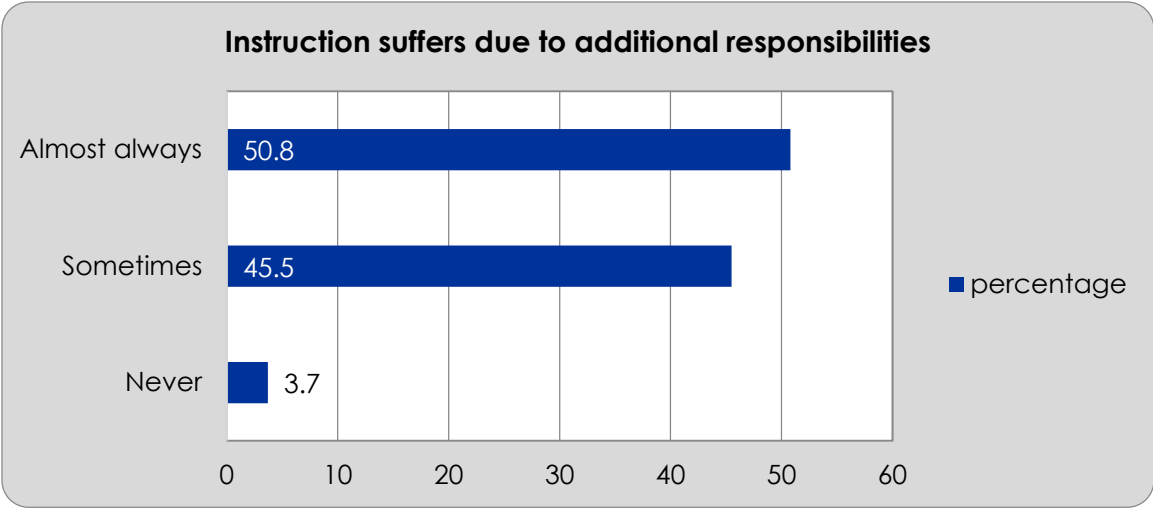
When teachers were asked if the district or school schedules allow time for collaboration with colleagues, more than one-half of respondents said no.

Schedule allows for collaboration with colleagues

Response	percentage
Yes	40.8
No	59.2
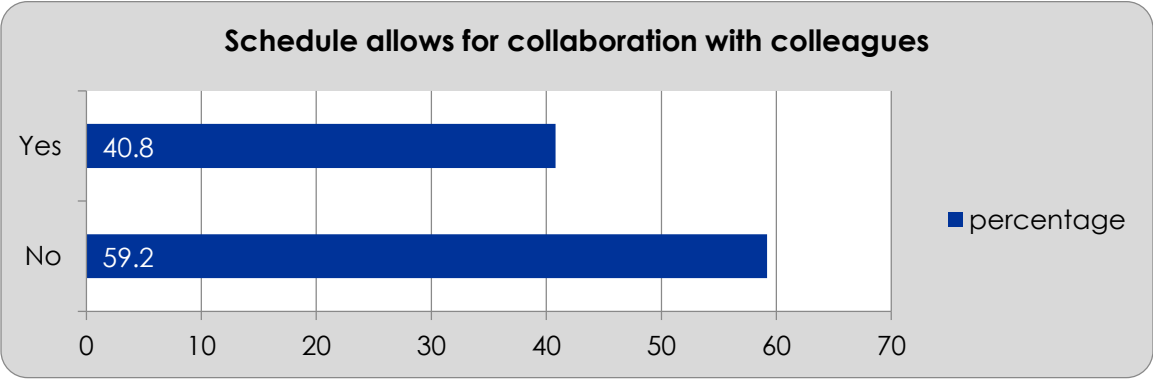
The majority of teacher respondents expressed interest in taking on teacher leadership roles if they could free up time in their days.

Would take on teacher leadership roles if given time in schedule

Yes	83.5
No	16.5

■ percentage
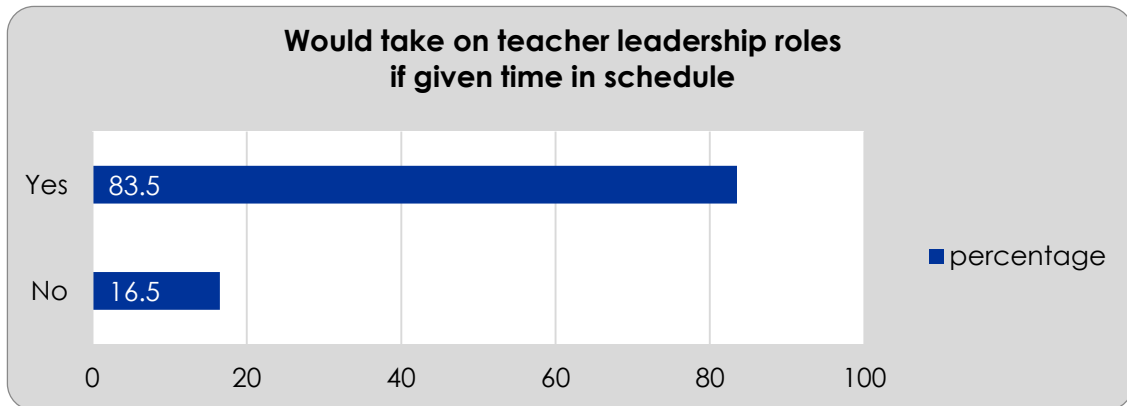
Value of Adding Teacher Leadership Roles

Respondents were asked if, after taking the survey, they believe adding formal teacher leadership roles in their district would support students, teachers, principals, and staff. Some said they need "additional information" before they can answer "yes" or "no." Nevertheless, the answer among all groups was overwhelmingly positive.

Adding teacher leadership roles in district would be valuable

	Additional Information	No	Yes
Teachers	20.7	8	71.3
Principals	0	8.9	91.1
Superintendents	24.5	5.7	69.8
School Board Members	41.6	12.1	46.3

Percentage

■ Additional Information ■ No ■ Yes
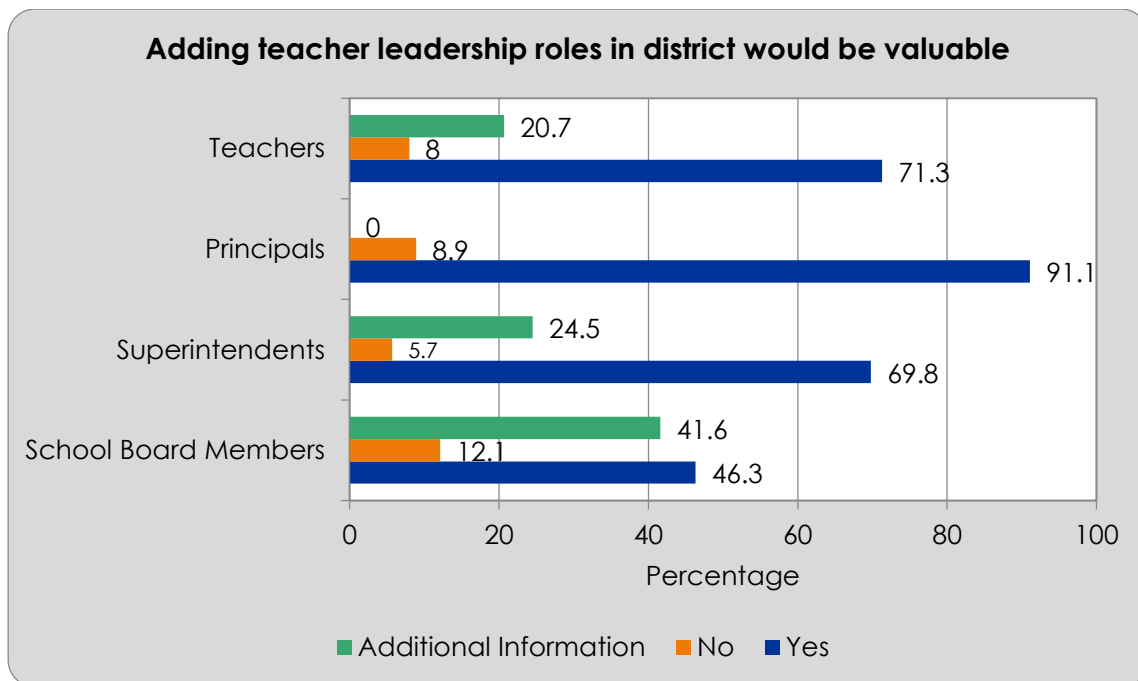
Illinois Teacher Leader Endorsement Programs

Twenty-six Illinois universities and colleges have approved programs for teachers to seek the Illinois Teacher Leader Endorsement on the Professional Educator License. The TLE Committee hired Dr. Lynn Gaddis of Illinois State Teachers of the Year (IL-STOY) to analyze the content of these endorsement programs to assess alignment with the Teacher Leader Model Standards and identified teacher leadership support needs of districts.

Dr. Gaddis' analysis showed that strong university teacher leadership endorsement programs have something in common – they include content in the following four areas:

1. Coaching, mentoring, and designing professional development
2. Analyzing curriculum, professional development programs, PLC's, SIP, RTI, diverse learners
3. Creating a comprehensive plan as teacher leader to solve a problem
4. Having teachers examine their own leadership skills and set goals for their development as teacher leaders.

All endorsement programs include content related to the following Teacher Leader Model Standards:

- Analysis of current research on classroom and school data (aligned with Domain II)
- Collaborate to use assessment and data to make informed decisions on student learning (aligned with Domain V)
- Focus on improvement of instruction and learning (aligned with Domain IV)
- Inform school and district improvement strategies (aligned with Domain VII)
- Align PD with school and district goals (aligned with Domain III)
- Analyze data to advance professional skills of colleagues (aligned with Domain V)
- Knowledge of the School Community (aligned with Domain VI)
- How to promote trust and respect (aligned with Domain I).

Some endorsement programs also include content related to these domains:

- How research improves teaching and learning (aligned with Domain II)
- Demonstrate understanding of teaching and learning processes (aligned with Domain III)
- Model reflective practice on student results (aligned with Domain III)
- Collaborate to ensure instruction practice aligned to shared vision, mission and goals (aligned with Domain I)
- Knowledge of appropriate formative and summative assessment methods (aligned with Domain V)
- Knowledge of families, cultures, and communities impact on learning (aligned with Domain VI)

- Promote ongoing collaboration with families, communities, and businesses to expand learning (aligned with Domain VI).

The curriculum of principal preparation programs build skills development in the above areas, supporting a conclusion that the primary focus of university-based teacher leadership endorsement programs is on building the pipeline to the principal.

Surprisingly, Dr. Gaddis's analysis found critical curriculum gaps for these popular teacher leadership roles, substantiating confusion expressed by some districts about the purpose of new university-based teacher leadership endorsement programs and how the programs train teacher leaders to meet the needs of their districts.

- Technology Coach
- Instructional Coach
- New Teacher Mentor
- Staff Development Leader
- Curriculum Director
- Peer Evaluator
- Department Chair
- Data Coach.

The analysis also found gaps in program content related to the following Teacher Leader Model Standards:

- Knowledge of principles of adult learning (Domain I)
- How to develop a collaborative culture (Domain I)
- How to model and facilitate systemic inquiry for teacher development (Domain III)
- Design and facilitate job-embedded professional development (Domain III)

Disconcertingly, some teacher leadership endorsement programs do not align with skills current teacher leaders report they need to be successful in the field, which could leave them feeling less prepared when transitioning to the job of teacher leader.

The review of teacher leadership endorsement programs also found gaps in content aligned with the Model Teacher Leader Standards around policy and advocacy, specifically in these areas:

- Knowledge of how educational policy is made at local, state, and national levels (Domain VII)
- How research informs policy (Domain VII)
- Knowledge of roles of school leaders, board or education, legislators and others in policy (Domain VII)
- Advocates for student needs and effective teaching practices and learning (Domain VII)

- Serves as an influencer for the school, community and profession (Domain VII)

Dr. Gaddis found that many of the course assignments tied to the Model Teacher Leader Standards are more theoretical or analytical versus allowing the teacher to learn through practical application. For example:

- An assignment might ask the student to analyze professional development and make recommendations. But a more practical or useful application would be for the student to design professional development or deliver it.
- A student might be assigned with one teacher to work through the evaluation model (pre-conference, observation, and post-conference) but would not be expected to engage in extended coaching or feedback sessions that would teach the student how to "coach."

In addition, some teacher leader endorsement programs focus more on administrative rather than teacher leader roles. The administrative role examples below are actual language and assignments used in some of these programs.

FOCUS ON ADMINISTRATIVE ROLE	FOCUS ON TEACHER LEADER ROLE
ISLLC standards	Teacher Leader Model Standards
"principal" "administrator"	"teacher leaders"
Supervisor, evaluator	Coaching, mentor
Tasks to interview administrators	Interview teacher leaders
Work with a school leader mentor	Work with teacher leader mentor
Literature on school leaders and principals only	Literature on teacher leaders

Dr. Gaddis' analysis reiterates feedback from surveys that there is a disconnect between how teacher leadership is defined and how it is being *implemented* through the teacher leader endorsement programs.

- In many cases, teacher leadership is defined through the distributed leadership model, which provides opportunities for teachers to formally support the work of principals in an instructional role. With this model, teacher leadership is a natural progression to administration; this is how many university-based teacher leadership programs are structured.
- In the field, though, the growing trend is developing the skills and behaviors of teacher leadership that foster teacher leadership from the classroom.

These two definitions are not competing but it is important that local districts identify and communicate how they define teacher leadership in order to provide proper support to teacher leaders.

University-based teacher leadership programs seem more aligned with the distributed leadership model of teacher leadership, as Dr. Gaddis' analysis found.

On the other hand, districts utilizing a broader definition of teacher leadership may be interested in micro-credentialing programs aligned with the Teacher Leader Model Standards. This allows teachers to receive just-in-time training based on specific skills and behaviors. This is not to say that universities cannot also offer micro-credentialing but it should be done in a way that provides the just-in-time training that district-based teacher leaders need.

Micro-Credentialing

Micro-credentialing offers the opportunity to shift from the credit hour and continuing-education requirements that dominate professional development to a system based on evidence of progress in specific instructional skills. Through micro-credentialing, professional development becomes more relevant, personalized, and engaging. Teachers engaged in a micro-credentialing process have to show application of the learning process and its impact in their classrooms or schools.

The National Network of State Teachers of the Year (NNSTOY) organization is one example of an organization embracing the idea of micro-credentials for teachers. It offers professional development to teachers around the Model Teacher Leader Standards in three sessions: 1) adult learning and leadership; 2) facilitating individual and organizational change; and 3) effecting change.

Teachers take their knowledge to their districts, where they demonstrate mastery of the competencies, which results in badges in the following three areas:

1. Adult Learning and Leadership
2. Facilitating Individual and Organizational Change
3. Effecting Change.

As an example of micro-credentialing in higher education, Mount Holyoke College in Massachusetts has created an online teacher leadership program tied to a micro-credential process that incorporates stackable credentials aligned with the Model Teacher Leader Standards.

Requirement of Teacher Leadership Endorsement for Formal Teacher Leadership Roles

The TLE surveys uncovered a lack of understanding about teacher leader requirements and the teacher leadership endorsement. One question asked respondents if they knew, before taking the survey, that teacher leadership roles do *not* require a teacher leadership endorsement. Principals, superintendents, and school board members overwhelmingly said no, perhaps indicating that districts see little value in teachers obtaining teacher leadership endorsements to hold their positions.

Is Teacher Leadership Endorsement required for teacher leader roles in your district?

	Yes	No
Principals	3.8	96.2
Superintendents	4.8	95.2
School Board Members	15.8	84.2

Percentage
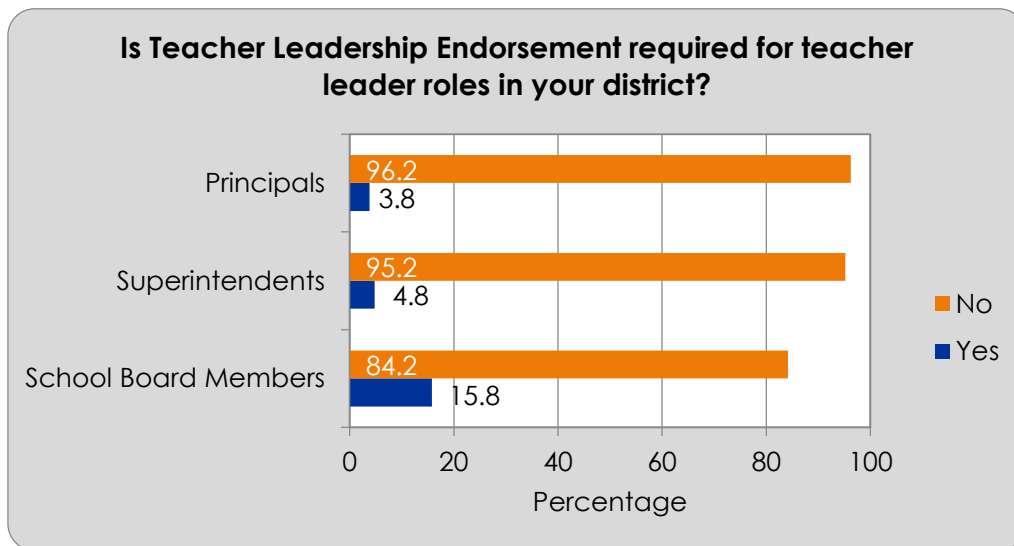
The majority of teacher and school board respondents were not familiar with Illinois' new teacher leadership endorsement before taking this survey.

Are you aware of the new Teacher Leadership Endorsement in Illinois?

	Yes	No
Teachers	23.9	76.1
Principals	55.6	44.4
Superintendents	75.4	24.6
School Board Members	25.2	74.8

Percentage
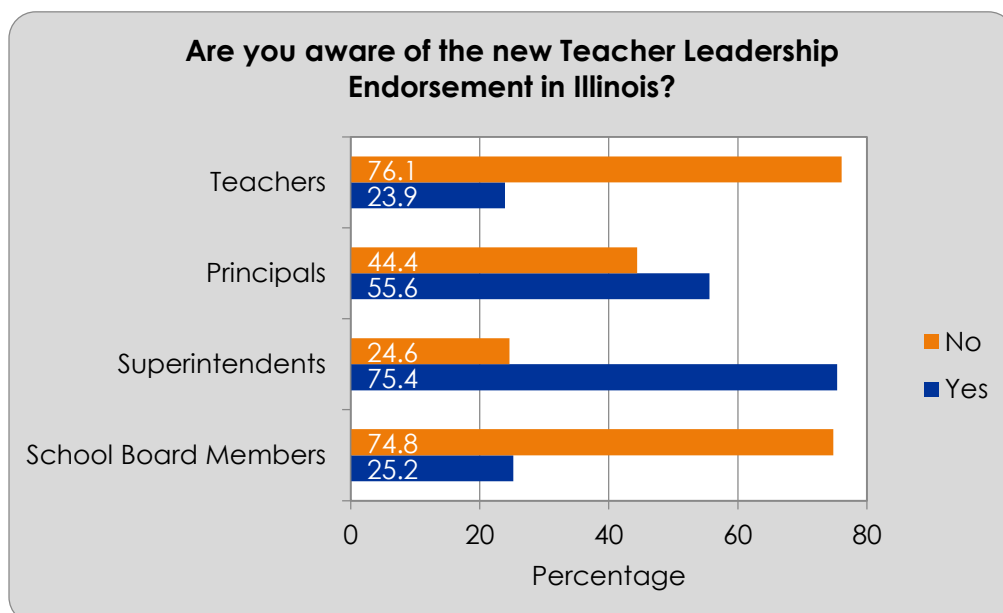
Similarly, the majority of teachers and school board members surveyed did not know the General Administrative Certificate (Type 75) is *no longer required* for positions outside of principal and assistant principal.

Is Type 75 required for teacher leader roles in your district?

Respondent	No	Yes
Teachers	67.5	32.5
Principals	32.7	67.3
Superintendents	23	77
School Board Members	71.2	28.8

Percentage
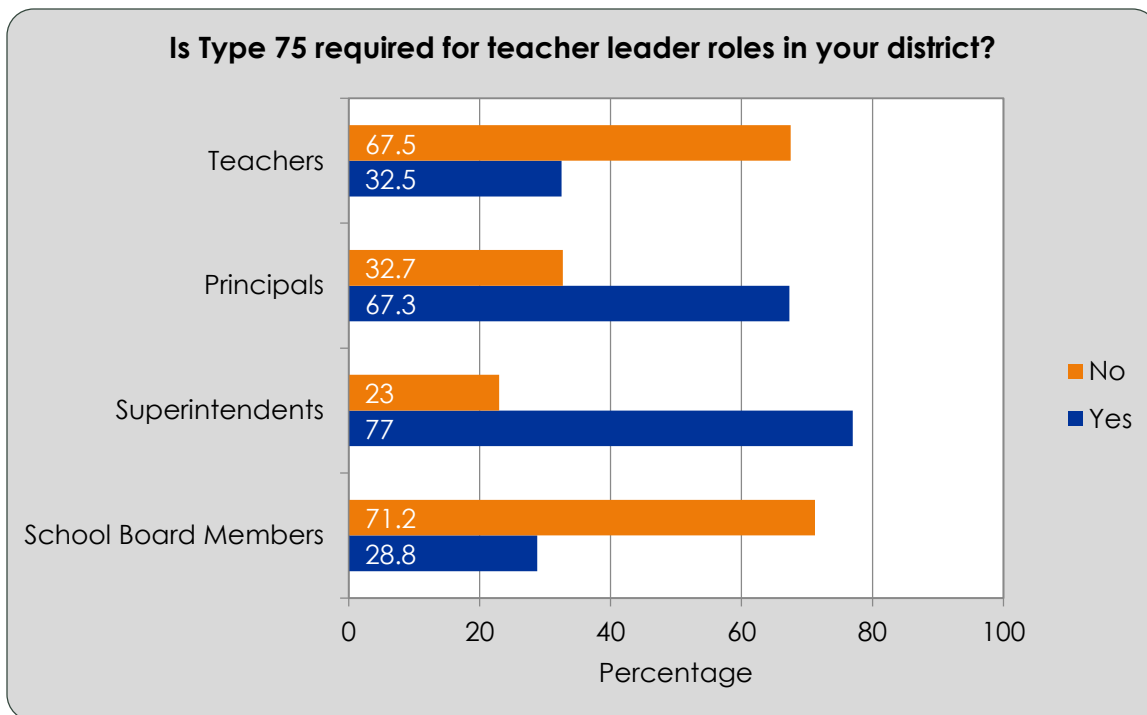
Teachers Advocating for Student Learning and the Profession

Survey data and analysis of the teacher leader endorsement programs show that the primary focus among universities and districts when it comes to teacher leadership is on formalized roles that support the work of teachers and principals.

Yet, through the Committee's conversations with organizations such as ITLN and the U.S. Department of Education, it is apparent that addressing ways for teachers to "lead from the classroom" and serve as advocates for student learning and the profession is a growing priority among educators. When teachers were asked if they agreed or disagreed with the statement "I would participate in bringing my voice to the tables of educational policy discussions if I was given time off to do so," 84% of teacher respondents said yes.

The P-20 TLE Committee cannot neglect the great desire of teachers to have a voice in their profession. Strategies to address this should be included in the Committee's teacher leadership work.

Listening to the Experts in Teacher Leadership

In addition to collecting data, the P-20 TLE Committee held several meetings, webinars and field trips to research teacher leadership.

- Dr. Lynn Gaddis shared her study titled *Teacher Career Advancement Initiatives: Lessons Learned from Eight Case Studies.*
- Debra Kasperski addressed how National Board Certification and team-based National Board training fit with teacher leadership.
- Maddie Fennel, a teacher in residence at the United States Department of Education, shared the DOE's nationwide work in support of teacher leadership through the Teach to Lead Initiative.
- Katherine Bassett, of the National Network of State Teachers of the Year (NNSTOY), overviewed Teacher Leader Model Standards and how NNSTOY's training program for teacher leaders aligns with the standards, and includes badges and micro-credentialing.
- Megan Allen from Mount Holyoke College presented the College's online teacher leadership program that combines the Teacher Leader Model Standards, National Board five core propositions, Teacher Leader competencies, and the Massachusetts Professional Standards for Teachers into staked tier certificates in the following areas:
  - Tier 1: Certificate in Facilitating Professional Learning and Certificate in Foundation of Reflection and Teacher Leadership
  - Tier 2: Certificate in Research and Data for Equity and Student Learning
  - Tier 3: Certificate in Advocacy, Communication, and Partnerships

DOMAIN 7:

ADVOCATING FOR STUDENT LEARNING AND THE PROFESSION

The teacher leader understands the education policy landscape; can identify key players at local, state, and national levels; and advocates for the teaching profession and policies that benefit student learning.

Functions – The teacher leader:

- Shares information with colleagues within and/or beyond the district about how local, state, and national trends and policies impact classroom practices and expectations for student learning;
- Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
- Advocates for access to professional resources, including financial support and human and other material, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals;
- Represents and advocates for the profession in contexts outside of the classroom.

- Mary Stain from Teaching Matters provided a webinar to TLE Committee membership on its micro credentialing program.
- Erika Hunt discussed the National SAM Innovation Project, which helps principals make time to focus on instructional leadership.
- Amanda Taxis discussed her new role as the Instructional Coach for K-12 in Somonauk School District. Dr. Dawn Green, former Superintendent of Somonauk, shared the reasons for adding an Instructional Coach position to their district and how it's benefited the staff and students in Somonauk.

In addition to these speakers, the TLE Committee worked closely with other Illinois teacher leadership activities to assure that all of the work with teacher leadership in the state was aligned and not duplicative

TEACHER LEADERSHIP IN IOWA

The P-20 TLE Committee took a field trip to Cedar Rapids, IA, to visit three schools and speak with the Iowa Department of Education about its teacher leadership work.

The goals of the Teacher Leadership and Compensation System in Iowa are to:
- Attract able and promising new teachers by offering competitive starting salaries, and short- and long-term professional development and leadership opportunities
- Retain effective teachers by providing enhanced career opportunities
- Promote collaboration and shared learning among teachers statewide
- Reward professional growth and effective teaching by providing pathways for career opportunities that include increased leadership responsibilities and compensation
- Improve student achievement by strengthening instruction.

Other Illinois Teacher Leadership Activities

Illinois Teacher Leadership Network (ITLN)

In May 2015, through a proposal to the U.S. Department of Education's Teach to Lead Initiative, the Illinois State Teachers of the Year and Finalists (ILSTOY) convened 23 educational organizations as the Illinois Teacher Leadership Network (ITLN).

The ITLN set an overall goal to build a culture of teacher leadership throughout Illinois and a mission to increase success for all students through teacher leadership in instruction, professional collaboration, policy, and advocacy. All 23 organizations committed to the following statements:

- Changing the culture so that everyone understands, recognizes and promotes teachers as leaders
- Promoting best practices in the development and utilization of teacher leaders
- Finding the resources to provide the training and support to teacher leaders and administrators as they develop cultures of differentiated leadership
- Providing opportunities for teacher leaders to become collaborative partners with multiple stakeholders in moving school communities forward
- Improving practices in teacher leadership through a culture of continuous improvement.

Currently, the Illinois Teacher Leadership Network (ITLN) meets every two to three months and subcommittees are working on the following six priority actions for 2015-2016:

1. Come to consensus on a teacher leadership definition and vision
2. Explore and implement a framework for teacher leadership
3. Identify districts with teacher leadership components in all areas of the state
4. Build awareness of teacher leadership in Illinois
5. Communicate with and educate policy makers about teacher leadership
6. Define the role of ITLN.

ITLN Draft Logic Model to Develop a Culture of Teacher Leadership in Illinois

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
			Short Long

INPUTS

- P20 Teacher and Leader Effectiveness Committee (LEC)
- Teacher Leader Model Standards
- Data and reports from P20 TLEC on teacher leadership and endorsements

- Models from other states and districts

- 20 IL Teacher Leadership Endorsement Programs
- Administrative Code on ILTLE
- ISBE and CTQ Teacher-led platform for teacher collaboration
- IEA training
- IFT training
- NNSTOY training
- Teach Plus training

ACTIVITIES

Build awareness and define message

Build a framework for teacher leadership

Identify districts with models of components of teacher leadership

Create professional development and networking opportunities aligned to 7 domains of Teacher Leader Model Standards
- Create inventories of existing training and Teacher Leader Endorsement programs
- Develop online network of training
- List Identify administrative training

OUTPUTS

Teacher leadership vision, mission, goal, definition, commitments, adopted teacher leader model standards

Illinois Teacher Leadership Framework

Print and online information about Illinois district models

Training modules
- Online inventories of existing training and Teacher Leadership Endorsement Programs
- Online network of training

OUTCOMES

Alignment of Teacher Leader Standards and practice

Expansion of teacher leadership and shared decision making in diverse districts

Credentialed and highly effective teacher leaders

Sustainable statewide network for continuous improvement of teacher leadership

- Systemic career pathways
- Improved teaching retention
- Improved teaching advocacy

Improved teaching practice across all teachers

IMPROVED STUDENT ACHIEVEMENT

IEA Teacher Leader and National Board Outreach Committee

In 2014, the Illinois Education Association (IEA) established the Teacher Leader and National Board Outreach Committee in recognition of the connection between teacher leadership and National Board certification. IEA has National Board Certified members who are in teacher leadership roles or are inquiring about teacher leadership. On the flip side, IEA has members who are teacher leaders who are also looking into becoming National Board Certified. To address this connection, IEA is examining its membership to locate pockets of districts that have teacher leadership components to utilize as models, and is beginning to provide professional development opportunities to engage members in this important topic of teacher leadership and National Board Certification.

ISBE's Chief Council of State School Officers (CCSSO) Teacher Leadership Action Group

In order to provide specific and targeted support and further facilitate connections across states and national partners, the CCSSO's National and State Collaboration on Educator Effectiveness (NSCEE) network formed the action group "Taking Action to Increase Teacher Leadership" in recognition that teacher leadership presents promise in:

- Increasing equitable access for students to excellent teaching
- Augmenting the school leader's capacity to provide essential instructional guidance to teachers
- Achieving better informed decision-making, shared ownership, and commitment to school and district goals
- Retaining the most effective teachers.

Illinois Plan for Developing "What Teacher Leadership Looks Like"

Illinois has developed a 30-, 60- and 90-day plan for Teacher Leadership in Illinois that uses the Illinois Teacher Leadership Network (ITLN) to guide implementation.

This work will be conducted through ITLN, comprised of 23 educational organizations committed to building a culture of teacher leadership in Illinois. The ITLN organizations charged five Illinois State Teachers of the Year (ILSTOY) to lead the ITLN. Since May 2015, ITLN has already developed an overall goal, vision, mission, commitment statements, and priority actions.

The activities in this plan are derived from the following priority actions. ILSTOY and teachers from the 23 organizations will be included in surveys. *(ILSTOY= ILSTOY Leadership Team responsibility for the task; TLE = P-20 Teacher and Leader Effectiveness Committee).*

	30 DAYS	60 DAYS	90 DAYS
Objectives	To get widespread input on what teacher leadership looks like to build awareness among teachers, principals, and administrators throughout IL	To gather information about what teacher leadership look likes to include in a message to the educational community	To draft the message documents and prepare to disseminate the documents produced
Activities	Convene ITLN members *(ISLTOY)*	Gather input via committee meetings, email *(ILSTOY)*	Convene ITLN members *(ILSTOY)*
	Get input from ITLN organizations on definition of teacher leaders for IL *(ILSTOY)*	Refine definition via committee meetings, phone calls, email to ITLN members for input *(ILSTOY)*	Present, discuss, and vote to accept IL teacher leadership definition *(ILSTOY)*
	Set up committee to outline components to include in teacher leadership training *(ILSTOY)*	Convene Framework committee to outline components *(ILSTOY)*	Present teacher leadership framework for discussion and next steps *(ILSTOY)*
	Develop survey to identify models of teacher leadership features in IL districts and schools	Disseminate survey through ITLN organizations and 100 ILSTOY members	Prepare report showing what teacher leadership features look like in select schools and districts
	Identify ways to format and produce message report	Outline message report	Draft the message report for input from ITLN members
	Set up committee to identify methods to disseminate ITLN teacher leadership message throughout IL *(ILSTOY and TLE)*	Develop dissemination plan to distribute message *(ILSTOY and TLE)*	Arrange dissemination of message pieces *(ILSTOY and TLE)*

U.S. Department of Education National Summit on Teacher Leadership

As another example of the growing interest in teacher leadership, the U.S. Department of Education held the first National Summit on Teacher Leadership on February 5-6, 2016, in Washington, D.C. Over 20 states sent practicing teachers, association leaders, and state policymakers to the summit where they heard from other states on their work to promote teacher leadership.

For two days, states worked together and made commitments to implement teacher leadership policies and plans. At the end of the Summit each state made a commitment statement describing its next steps to keep the teacher leader movement going forward. There was palpable excitement in the room – from policymakers and teachers alike – as a result of sitting down together and, in some cases, even committing to host state summits.

Illinois' commitments to teacher leadership over the next year are:

1. Hold a summit in Illinois on teacher leadership
2. Finalize a definition and vision statement on teacher leadership
3. Locate districts in Illinois that already have teacher leadership components to highlight what they are doing as models.

The active work of each of these organizations shows the momentum that is growing around teacher leadership, and the potential to bring this work to scale in Illinois and create a blueprint for work at the national level. If not coordinated well, however, the efforts of these organizations could conflict, confuse, or even undermine one another.

To facilitate this coordination and sustain teacher leadership momentum in Illinois, the P-20 TLE Committee developed recommendations for teacher leadership moving into the next fiscal year. These recommendations are based on findings from the cross-sectional surveys and myriad conferences, meetings, summits, and webinars that have been held over the past year. All of these activities have increased the Committee's understanding of the teacher leadership landscape in Illinois, and across the nation and globe.

P-20 TLE Teacher Leadership Recommendations

After examining the current state of teacher leadership in Illinois and working to identify teacher leadership needs in the field, the TLE committed to continuing to focus on teacher leadership. In doing so, the TLE mapped out the following recommendations for its continued work for the 2016-2017 school year.

Recommendation #1

Develop a formal arrangement for how to implement teacher leadership in Illinois that connects and aligns the appropriate state agencies to the P-20 Council TLE, Illinois Teacher Leadership Network (ITLN), ILSTOY, professional organizations, and other necessary partners in and out of the state. Such work should include identifying the role of teacher leaders as peer evaluators and developing recommendations for incentivizing teachers to take on leadership roles.

Recommendation #2

The P-20 Council TLE should work with its members to engage in a communication campaign with all PreK-12 and post-secondary education stakeholders to inform them about teacher leadership and how to tailor teacher leadership supports to meet real-time needs. The overarching goal of the campaign should be to meet the goal of the Illinois Teacher Leadership Network (ITLN) to "change the culture so that everyone understands, recognizes, and promotes teachers as leaders."

Recommendation #3

Collaborate with the ITLN Teach to Lead proposal to forge regional partnerships between PreK-12 and postsecondary to build local capacity for engaging teachers as leaders.

Recommendation #4

The P-20 Council TLE will further explore options that meet the varying teacher leadership needs of teachers, schools, and districts. This includes offering professional development options tied to micro-credentials aligned with the Model Teacher Leader Standards and Competencies.

Recommendation #5

The P-20 Council TLE Committee will further explore options to build the micro-credentialing process (through stackable credentials) into university-based teacher leadership endorsement programs tied to the model Teacher Leadership Standards and competencies. In addition to opportunities for this integration, the Committee will explore barriers that might be presented with this work, including national accreditation requirements as well as field-based demand and understanding for the micro-credential structure. A framework for impact evidence tied to professional growth will also be explored.

Recommendation #6

The P-20 Council TLE will explore on a voluntary basis how National Board Certification participation can be granted for university credit and tied into a teacher leadership endorsement program.

Recommendation #7

Consider pursuing additional teacher leadership data points:

1. How many teachers with the teacher leadership endorsement ultimately pursue the principal endorsement?
2. How many principals and assistant principals previously held teacher leader endorsements?

P-20 Council Teacher and Leadership Effectiveness Committee

The P-20 Council Teacher and Leadership Effectiveness (TLE) Committee provides recommendations to the P-20 Council and the Illinois Governor for the improvement of teacher and leader quality in Illinois. Within the vision of the Illinois P-20 Council to create a framework for a seamless and sustainable statewide system of quality education and support for Illinois children, families, and communities, this Committee recognizes the critical importance of principals, school leaders, and teachers in preparing children for success in school and the workplace. Research shows that teacher and leader practices have a profound impact on students' success in the classroom and beyond. The TLE Committee serves an important role in engaging a broad set of stakeholders across the state, including universities, school districts, policymakers, state agencies, and others to identify policy recommendations that can significantly enhance the preparation, certification, recruitment, selection, support, development, retention, and evaluation of teachers and leaders.

The roles of teachers, teacher leaders, assistant principals, and principals continuously change as demands on schools change in response to the needs of students, families, and communities; and research about effective schools, leadership, and teaching and learning practices. School improvement research is increasingly calling for the development of greater teacher and leadership capacity at multiple levels throughout the school – principals, assistant principals, and teachers, whose leadership development is important to supporting student learning in schools. The challenge is determining what teacher leadership should be, how teacher leaders should be prepared, supported and assessed, and what data should be collected on the impact of teacher leaders on schools.

The P-20 TLE Committee supports significant efforts already underway in Illinois to enhance teacher and leader preparation, certification and evaluation that recognize the impact of leadership and professional practice on student growth and learning. These recommendations are intended to provide guidance to Illinois with respect to the new Teacher Leadership Endorsement, which can assist professional preparation programs, school districts, potential educator program students, policymakers, and the general public as educational stakeholders seek to develop high-quality teaching and learning practices and collaborative leadership teams to support student learning in Illinois schools.

The P-20 TLE Committee works with over 150 members and their organizations to provide diverse viewpoints on topics. Committee staff have been involved in teacher leadership at many partnering organizations that are actively working to move teacher leadership forward in Illinois. The Illinois Teacher Leadership Network, the Illinois Education Association, CCSSO Teacher Leadership Action Group and the United States Summit on Teacher Leadership along with P-20 are involved in furthering teacher leadership.

P-20 Council TLE Committee Members

First Name	Last Name	Organization
Aimee	Adkins	Illinois State University
Malinda	Aiello	Illinois Board of Higher Education
Diana	Alexander	Governors State University
Jonnell	Basket	Springfield Public Schools 186
Dave	Bates	DePaul University
Ashley	Becker	Illinois Community College Board
Marilyn	Bellert	Northern Illinois University
Dominic	Belmonte	Golden Apple Foundation
Al	Bennett	Roosevelt University
Bette	Bergeron	Southern Illinois University - Edwardsville
Stephanie	Bernoteit	Illinois Board of Higher Education
Kathy	Black	North Central College
Phyllis	Bliven	Illinois State Board of Education
Ben	Boer	Advance Illinois
Eddie	Brambila	Illinois Student Assistance Commission
Niketa	Brar	Office of the Secretary of Education
Annice	Brave	Alton School District #11
Susan	Breck	Southern Illinois University - Edwardsville
Nancy	Bresnahan	Palos Heights School District #128
Carol	Broos	Golden Apple Foundation
Andrea	Brown	Retired Illinois State Board of Education Board Member
Eric	Brown	Illinois Education Association
Meredith	Byers	Illinois Education Association
Christi	Chadwick	Governor's Office of Early Childhood Development
Pat	Chamberlain	Illinois Resource Center
Angela	Chamness	Illinois State Board of Education
Ben	Churchill	District #300
Lindsey	Ciochina	Teach for America
Dan	Cullen	Illinois Board of Higher Education
Lynette	Danley	Governors State University
Kelton	Davis	Regional Office of Education #45
Melissa	Debartolo	consultant
Mavis	DeMar	East Aurora School District
Lisa	Doughan	Crestwood District #130
Brian	Durham	Illinois Community College Board
Martha	Eldredge-Stark	NSERVE
Andrea	Evans	Governors State University

First Name	Last Name	Organization
Gail	Fahey	DuPage ROE
Joe	Fatheree	Effingham School District # 40
Anna	Fazekas	consultant
Jan	Fitzsimmons	Associated Colleges of Illinois
Michaela	Fray	Quincy Public Schools
Jon	Furr	Northern Illinois University
Lynn	Gaddis	Illinois State Teachers of the Year
Cindy	Garcia	Northwest Educational Council for Student Success
Dianne	Gardner	Illinois State University
Barbara	Gellman-Danley	Higher Learning Commission
Maureen	Gillette	Northeastern Illinois University
Karl	Goeke	McLean County Unit District 5
Gayle	Greenwald	Palos Heights School District #128
Dawn	Grenn	Palos Heights School District #128
Judith	Hackett	Northwest Suburban Special Education Organization
Alicia	Haller	Center for the Study of Education Policy
Megan	Hallissey	Southern Illinois University - Edwardsville
Dean	Halverson	Western Illinois University
Ava	Harston	Illinois Federation of Teachers
Jason	Helfer	Illinois State Board of Education
Amy	Hermalik	Teach Plus
Sharon	Herman	Palos Heights School District #128
Renya	Hernandez	Illinois State Board of Education
Sergio	Hernandez	Illinois State Board of Education
Lisa	Hood	Center for the Study of Education Policy
Angela	Hubbard	Ounce of Prevention
Erika	Hunt	Center for Education Policy, TLE Committee Co-Chair
Jody	Hunt	Illinois Board of Higher Education
Jana	Hunzicker	Bradley University
Brad	Hutchison	Illinois State University
Wendy	Iverson	Noah's Ark Preschool
Rich	Jachino	Illinois Board of Higher Education
Aviva	Jacobs	Teach for America
Lee	Jaribu	Kenwood Oakland Community Organization
Karrah	Jensen	McLean County Unit District 5
Stacy	Jones Bock	Illinois State University
Laura	Kalmes	University of Wisconsin - Madison
Debra	Kasperski	Illinois State University
Josh	Kaufmann	Teach Plus
Cinda	Klickna	Illinois Education Association
Peggy	Korellis	City Colleges of Chicago

First Name	Last Name	Organization
Scott	Kuffel	Geneseo District #228
Ben	Kutylo	The Fund Chicago
Nancy	Latham	Illinois State University
Geralyn	Lawler	Loyola University - Chicago
Eric	Lichtenberger	Illinois Board of Higher Education
Miranda	Lin	Illinois State University
Kathleen	Liston	DePaul University
Gretchen	Lohman	Illinois Board of Higher Education
Ashley	Long	Center for the Study of Education Policy
Ignacio	Lopez	National Louis University
Robert	Lupo	Ridgewood District #234
Tara	Malone	Advance Illinois
Cathy	Mannen	Illinois Federation of Teachers
Ana	Martinez	New Leaders
Eric	Martinez	Higher Learning Commission
Jeff	Mays	Illinois Department of Employment Security
Alicia	McCray	Governors State University
Gillian	McNamee	Erikson Institute
Andrea	Messing-Mathie	Northern Illinois University
Jenny	Metcalf	Illinois State Board of Education
Jacqueline	Moreno	Illinois Student Assistance Commission
Carol	Morris	District #187
Diane	Morrison	Loyola University - Chicago
Peg	Mueller	Chicago Community Trust
Lavonne	Neal	Northern Illinois University
Rebecca	Nelson	North Park University
Natalie	Neris	Chicago International
Edith	Njuguna	Northern Illinois University
Todd	Oberg	Illinois College
Jim	O'Connor	Advance Illinois
Erica	Okezie-Phillips	Consultant
Nkechi	Onwuameze	Illinois Board of Higher Education
Sandra	Osorio	Illinois State University
Zori	Paul	Office of the Secretary of Education
Dakota	Pawlicki	Chicago Public Schools
Vicki	Phillips	Brown County District #1
Deborah	Pixton	Northern Illinois University
David	Prasse	Loyola University - Chicago
Beth	Purvis	Office of the Secretary of Education
Teresa	Ramos	Advance Illinois
Pam	Reilly	TLE Committee Staff Member

First Name	Last Name	Organization
Veronica	Reyes	Illinois Latino Family Commission
John	Rico	Rico Enterprises
Christian	Rivara	Plainfield District # 202
Matthew	Rodriguez	New Leaders
Chris	Roegge	University of Illinois
Elizabeth	Rothkopf	Center for the Study of Education Policy
Darlene	Ruscitti	DuPage ROE
Jane	Russell	Illinois Federation of Teachers
Diane	Rutledge	Large Unit District Association
Cesar	Sanchez	Illinois Coalition for Immigrant and Refugee Rights
Dilara	Sayeed	Golden Apple Foundation
Mary Kay	Scharf	Bloomington School District 87
Kent	Scheffel	Lewis and Clark University
Brian	Schwartz	Illinois Principals Association
Jodi	Scott	Regional Office of Education #33
Joni	Scritchlow	Illinois Network of Child Care Resource and Referral Agencies (INCCRRA)
Chris	Sewell	McLean County Unit District 5
Kathy	Shaevel	Illinois Federation of Teachers
Sara	Shaw	Office of the Secretary of Education
Steven	Siconolfi	Rockford University
Elizabeth	Skinner	Illinois State University
David	Smalley	Illinois State Board of Education
Linda	Smerge	Cicero District #99
Jennifer	Smith	Waltham District #185
Audrey	Soglin	Illinois Education Association, TLE Committee Co-Chair
Karen	Solinski	Higher Learning Commission
Bob	Spatz	Oak Park District #97
Jeff	Stawick	District #146
Rebecca	Surber	Northern Illinois University
Arthur	Sutton	Illinois Board of Higher Education
Len	Sutton	Illinois State University
Devin	Swartley	Chicago Public Schools
Amanda	Taxis	Somonauk CUSD 432
Walter	Taylor	Chicago Teachers' Union
Amberly	Tenney	Office of the Secretary of Education
Martin	Torres	Latino Policy Forum
Wendy	Troxel	Illinois State University
Ross	Truemper	DuPage ROE
Kate	VanWinkle	Illinois Grow Your Own
Rebecca	Vondelack	Latino Policy Forum
Amy	Walsh	West Aurora District # 129

First Name	Last Name	Organization
Kelley	Washington	Governor's Office of Early Childhood and Development
Zack	Waymer	Higher Learning Commission
Carol	Webb	Western Illinois University
Joyce	Weiner	Ounce of Prevention
Mary	Weisharr	Southern Illinois University - Edwardsville
Anne	Wharff	Department of Human Services
Brad	White	Southern Illinois University - Edwardsville
Mary Ellen	White	Palos Heights School District #128
Janet	Wicker	McKendree University
Desiree	Willner	Palos Heights School District #128
Acasia	Wilson	Educators for Excellence
Nathan	Wilson	Illinois Community College Board
Amanda	Winters	Illinois Board of Higher Education
Glenn	Wood	Plainfield District # 202
Josie	Yanguas	Illinois Advisory Council for Bilingual Education
Renee	Zdych	Governors State University
Paul	Zionts	DePaul University
Kang	Zongman	DePaul University