

The Role Of Teacher Leaders In School Improvement Through

Teacher leadership may affect job satisfaction in positive ways, helping to retain teachers in the field of public education. Providing and facilitating these positions may enable school districts to improve upon the growing teacher retention crisis. Thus, this study explores the ways teacher leadership relates to job satisfaction. Semi-structured interviews, direct observations, and document reviews are utilized to understand how teacher leadership roles relate to job satisfaction. This qualitative case study explores how four teacher leaders in one school district perceive their roles, responsibilities, and experiences. Each of the teacher leaders completed a formal Teacher Leadership Endorsement Program (TLEP) through an accredited university and are classroom teachers in addition to their leadership duties. The gathered data indicate that the teacher leadership role does not stand alone in improving job satisfaction and retention. Instead, it is the interplay between the teacher leader role and the TLEP that improved job satisfaction and retention in the four teacher leaders studied. Additionally, teacher leaders showed increased levels of empowerment, confidence, self-efficacy, decision making, and autonomy by having a teacher leadership role in addition to TLEP training. The results of this study should encourage policymakers and educational leaders to not only support teacher leaders practices but also teacher leadership training through formal TLEP's.

Recognizing that education systems have been temporarily paralyzed in the past and likely will in the future—whether it's because of a natural disaster or a pandemic—this important volume offers critical insights about how schools can effectively carry forward the mission of educating all children even in the face of system turbulence and disruption. Featuring Narratives from expert leaders in urban, rural, and suburban school systems, this book explores important questions about the "new normal" such as the ways in which students can and should learn, how educators can teach and lead effectively, and how schools can carry out important functions beyond their instructional mission. Chapters present inspiring stories of leaders and teachers who have rallied, rebuilt, and problem-solved in face of the pandemic and amid adversity, ultimately providing a roadmap for how it's possible to rebuild and adjust while preserving the fundamental core of education. Full of takeaways and first-hand insights into how systems and their schools faced turbulence, disruption, and adaptation, this book is a must-read for today's educators committed to making a positive impact on the students they have the duty to serve.

The international attempt to expand schooling despite dealing with an insufficient number of trained teachers has placed significant pressure on teacher education. Continued effort to change all aspects of teacher education, including ways of learning, methods of practice, institution interaction and assessment of teaching ability, in order to fulfil the desire to offer inclusive and equitable teaching for all, is a serious consideration. In response to this increased attention on cross-national campaigns, *Leading Change in Teacher Education* features discussions covering what has been done, how and why the change has happened, the journey itself and the challenges encountered along the way, alongside contributions from international academics who share their reflections and suggestions for a way forward, despite a global shortage of teachers. Strategies surrounding the design and delivery of education now centre on improving how teachers are prepared, supported and evaluated. *Leading Change in Teacher Education* captures the stories of international change leaders by: Providing details of both the successes and challenges faced Presenting innovative practices in teacher education from around the world Describing the strategies put in place to ensure that teacher education is developing The topics discussed are relevant for educators, policymakers and international organizations involved in the design and implementation of programmes in teacher education. *Leading Change in Teacher Education* is also an invaluable resource for those looking to increase the changes occurring within teacher education.

The purpose of this qualitative study was to investigate the extent to which system leaders have provided opportunities for teacher leadership in new small high schools. This study has examined data from the interviews of 13 administrators and teachers that worked in small schools during any of the multiple small school reform movements in New York City. The research questions that framed this study are: 1. Has working in a small high school facilitated teacher leadership development? 2. To what extent are teachers aware of the leadership development opportunities in small high schools? 3. Are school leaders encouraging and supporting teacher leadership development in small high schools? 4. Are system leaders using teacher leaders to improve student achievement? The findings support that there are various duties and responsibilities in small schools that may offer teachers opportunities for leadership. Study participants specifically named teacher teams, opportunities for inquiry projects, and curriculum development as some of the opportunities available to teachers in small schools that would facilitate teacher leadership practice. The findings also indicate that teachers commonly share instructional practice via common planning time, professional development, resource sharing and inter-visitation. Furthermore, the findings support that incentives for teachers are used by school based administrators to support teacher leadership opportunities in small schools. Lastly, the findings indicate that teacher leadership impacts school culture, which in turn impacts the experience of students in the overall school and classroom. The recommendations of this study are that structured, formalized, and protocol-driven teacher teaming will provide seeds for the development of teacher leadership capacity as teams of teachers set their agendas and accomplish the goals of the teacher team. In support of teacher leadership and teacher teams, central-based administrators must go beyond the creation of formal and compensated teacher leadership positions and compliance rubrics designed for schools to include distributed leadership. Lastly, create school and district structures that promote the building of teacher leadership structures and capacity is in essence an effort to make any school "smaller" and "flatter". The creation of teacher teams creates a smaller teaching and learning environment no matter the size of the school or district.

The Call to Teacher Leadership demonstrates the many ways teachers can be leaders without having to opt out of the classroom full-time. It examines formal leadership positions – instructional coordinators, lead teachers, department chairs, etc. – as well as informal leadership roles – nurturing colleagues, supporting the instructional program, participating in decision making, etc. With practical examples and case studies, this book provides details about how teachers have participated in the leadership of their schools and districts. Examples come from elementary, middle, and high schools across the country.

This book explores the complex, multi-faceted roles played by teacher leaders and school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators.

A 2021 SPE Outstanding Book Award Winner Studies of teacher leadership have proliferated over the past fifty years. Earlier work tended to focus exclusively on the link between teacher leadership and school improvement. Now, however, cross-cultural research on the relationship between teacher leadership and power, agency and school culture has the potential to contribute to a deeper understanding of the teaching profession in diverse geographical and social contexts. A Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency and School Culture presents groundbreaking work that expands discussions of teachers' work to highlight the struggles of a profession in three different countries: England, Jamaica and the United States. This research provides examples of teacher leaders' narratives about power, agency and school culture, presenting the voices of teacher leaders across diverse contexts. It identifies the "lessons" that transcend culture and speaks to the importance of understanding how teachers' work (and teacher leadership) functions within complex school cultures. This work has profound implications for teaching, learning and leading in a 21st century global economy. Perfect for courses such as: Teacher Leadership | Educational Leadership and Management | Teaching and Teaching Methods | Action Research/Applied Research

In *Teacher Leadership*, Lieberman and Miller discuss current changes in the teacher's role, and make sense of the research on teacher leadership. They offer case studies of innovative programs—such as the National Writing Project—that provide teachers with opportunities to lead within a professional community. In addition, they tell stories of individual teachers—from Maine to California—who are able to lead in a variety of contexts. *Teacher Leadership* offers a new standard of teaching and community that recognizes all teachers as leaders. It shows how to develop learning communities that include rather than exclude, create knowledge rather than merely apply it, and that offer challenge and support to both new and experienced teachers. This book is a volume in the Jossey-Bass Leadership Library in Education—a series designed to meet the demand for new ideas and insights about leadership in schools.

Co-published with Kappa Delta Pi, *The Power of Teacher Leaders* provides a comprehensive resource for understanding the ways that teacher leaders foster positive change in their schools. Distinct from school administrators, teacher leaders are professionals who remain in the classroom and use their specialized knowledge and skills to improve student achievement, influence others, and build organizational capacity. Written by leading educational researchers, each chapter of *The Power of Teacher Leaders* describes a different way that teachers are leading. Moving beyond the question of why teacher leaders are important and how such work is implemented, the contributing scholars to this collection offer a critical examination of the field by presenting original research, case studies, and programs in practice. Topics covered include how teachers become leaders, their wide-ranging leadership roles, and the effects of teacher leadership on student academic success and school communities. A cohesive edited collection, this book demonstrates how teacher leaders play an increasingly active role in the improvement of student learning, teacher professional development, and school climate.

Students and educators today face obstacles to student achievement, well-being, and success that are above and beyond traditional instructional and assessment concerns. From low school morale to bullying to shootings, school climate has become a national and global concern. Research overwhelmingly indicates that a positive school climate promotes cooperative learning, group cohesion, respect, and mutual trust—all of which have in turn been shown to improve the learning environment. In short, a positive school climate is directly related to improved academic achievement at all levels of schooling. In this ASCD Arias book, Peter DeWitt and Sean Slade explain the most important aspects of school climate and how we can make positive changes in our schools. Readers will learn

- * How to engage students and school stakeholders.
- * How to empower staff and students and foster autonomy so people take ownership of their ideas and the learning process.
- * How to promote inclusivity and equity throughout the school.
- * How to create a welcoming, cooperative, and safe school environment that nurtures students' social-emotional needs.

From Expeditionary Learning Schools comes a proven approach to student assessment *Leaders of Their Own Learning* offers a new way of thinking about assessment based on the celebrated work of Expeditionary Learning Schools across the country. Student-Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth, track their progress toward those goals, and take responsibility for reaching them. This requires a set of interrelated strategies and structures and a whole-school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning. Includes everything teachers and school leaders need to implement a successful Student-Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress, improve achievement, and involve families and communities in the life of the school Describes each of the book's eight key practices, gives advice on how to begin, and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for Expeditionary Learning and former public school teacher *Leaders of Their Own Learning* shows educators how to ignite the capacity of students to take responsibility for their own learning, meet Common Core and state standards, and reach higher levels of achievement. DVD and other supplementary materials are not included as part of the e-book file, but are available for download after purchase.

There's a lot more to being a teacher leader than any job description can capture. When action must be taken, new goals must be set, and new standards must be met, the administration depends on teacher leaders to tackle dozens of other duties as assigned—and do whatever it takes to help their peers function as a team, improve as educators, and further student learning. In this book, you'll find varied and engaging guidance for mastering both the concrete and intangible aspects of the essential teacher leader role, including

- * Thriving in a modern, shared leadership environment
- * Building positive team culture focused on student learning and achievement
- * Strengthening professional practice
- * Gauging your team's progress

Authors and veteran educators Jan Burgess and Donna Bates highlight key research findings, provide prompts for reflection, address the common dilemmas of teacher leaders, and give real-world answers to the most-pressing leadership challenges. Along with lists of easily accessible resources to extend your professional learning, you'll find a collection of practical, downloadable tools, surveys, templates, and checklists to help you translate the book's advice into action. Whether you are thinking about becoming a teacher leader, are new to the teacher leadership role, or are a veteran teacher leader committed to the professional growth of your peers and yourself, you'll find something in *Other Duties as Assigned* to challenge you, make you think, validate your work, enhance your leadership skills, and move your team (and students) forward.

With five new case studies, this revised edition shows principals and staff developers how to collaborate with teachers in fostering, developing, and supporting teacher leadership.

How to Help Your School Thrive Without Breaking the Bank will help you improve your school without investing in externally developed, expensive, and time-consuming reform programs or initiatives. It's packed with replicable strategies and practical tools that educators in any school can incorporate to transform the culture and improve student achievement and professional practice. You'll learn how to * Hone your own leadership and grow new leaders among your staff; * Develop a vision and a mission for your school; * Promote excellence among both staff and students; * Make the most of your time and facilitate effective meetings; and * Mine and use data with purpose. For most schools, times are tough and money is tight—but school leaders must still focus on how to steadily improve student achievement. Academic performance will improve in the long term only if your school has a healthy culture marked by integrity, a strong work ethic, collaboration, and reflective risk taking. Strengthening those foundational elements will help you sustain positive change in your school, even in difficult economic times. The good news is that you already have the resources you need to help your school thrive. This book will help you to maximize them.

This book encourages the commitment of teachers and parents, in order to develop responsible, self-reliant and knowledgeable young people with great leadership skills. Although the book's main focus is on the development of the child and their leadership skills, it also has a subtle approach to the development of the teacher and parent. The book aims to: examine the principles of leadership from the teachers' perspective; look in to what leadership means to children and how they can be educated to be better leaders; explore and strengthen existing good practice in schools, developing what teachers do in the classroom and its impact on leadership. In this book Hilarie Owen shares her extensive knowledge and experience with teachers and parents alike, enabling them to develop leadership talent and pass these skills on to children of all ages.

Many national initiatives in K-12 science, technology, engineering, and mathematics (STEM) education have emphasized the connections between teachers and improved student learning. Much of the discussion surrounding these initiatives has focused on the preparation, professional development, evaluation, compensation, and career advancement of teachers. Yet one critical set of voices has been largely missing from this discussion - that of classroom teachers themselves. To explore the potential for STEM teacher leaders to improve student learning through involvement in education policy and decision making, the National Research Council held a convocation in June 2014 entitled "One Year After Science's Grand Challenges in Education: Professional Leadership of STEM Teachers through Education Policy and Decision Making". This event was structured around a special issue of Science magazine that discussed 20 grand challenges in science education. The authors of three major articles in that issue - along with Dr. Bruce Alberts, Science's editor-in-chief at the time - spoke at the convocation, updating their earlier observations and applying them directly to the issue of STEM teacher leadership. The convocation focused on empowering teachers to play greater leadership roles in education policy and decision making in STEM education at the national, state, and local levels. Exploring Opportunities for STEM Teacher Leadership is a record of the presentations and discussion of that event. This report will be of interest to STEM teachers, education professionals, and state and local policy makers.

For many years, the authors have been fellow travelers on the journey to help educators improve their schools. Their first coauthored book focuses on district leadership, principal leadership, and team leadership and addresses how individual teachers can be most effective in leading students—by learning with colleagues how to implement the most promising pedagogy in their classrooms.

The book discusses the challenges that teacher leaders face, such as deciding to accept a leadership role, building principal–teacher leader relationships, and working with peers.

The last twenty-five years have witnessed an explosion in the field of leadership education. This volume brings together leading international scholars across disciplines to chronicle the current state of leadership education and establish a solid foundation on which to grow the field. It encourages leadership educators to explore and communicate more clearly the theoretical underpinnings and conceptual assumptions on which their approaches are based. It provides a forum for the discussion of current issues and challenges in the field and examines the above objectives within the broader perspective of rapid changes in technology, organizational structure, and diversity.

"Design is the rendering of intent." What if education leaders approached their work with the perspective of a designer? This new perspective of seeing the world differently is desperately needed in schools and begins with school leadership. Alyssa Gallagher and Kami Thordarson, widely recognized experts on Design Thinking, educational leadership, and innovative strategies, call this new perspective design-inspired leadership—one of the most powerful ways to ignite positive change and address education challenges using the same design and innovation principles that have been so successful in private industry. Design Thinking for School Leaders explores the changing landscape of leadership and offers practical ways to reframe the role of school leader using Design Thinking, one step at a time. Leaders can shift from "accidental designers" to "design-inspired leaders," acting with greater intention and achieving greater impact. You'll learn how viewing the world through a more empathetic lens—a critical first step on the path to becoming a design-inspired leader—can raise your awareness of the uniqueness of your teachers and students and prompt you to question the ways in which they experience your school. Gallagher and Thordarson detail five specific roles to help you identify opportunities for positively impacting students, teachers, districts, parents, and the community: Opportunity Seeker. Shifts from problem solving to problem finding. Experience Architect. Designs and curates learning experiences. Rule Breaker. Challenges the way things are "always" done. Producer. Gets things done and creates rapid learning cycles for teams. Storyteller. Captures the hearts and minds of a community. Full of examples of Design Thinking in action in schools across the country, Design Thinking for School Leaders can help you guide your school to the forefront of the new design + education movement, one that will move traditional education into the modern world and drive the future of learning.

The essential guidelines for leading effective change in your school From an education expert comes a much-needed resource that gives teacher leaders the strategies and tools they need to improve their practice and assume new leadership roles in their schools. The author outlines the everyday acts of teacher leadership and shows how to lead effectively through collaboration. The book also contains suggestions for leading change beyond the classroom. Discusses what works when taking on the role of teacher leader in a school Contains proven strategies and tools for implementing school change Includes activities in each chapter that are teacher-tested and can be used by individuals, teams, or larger groups This important resource offers school leaders a much-needed guide for learning how to lead and implement school change.

The role of the teacher is no longer confined to the classroom or to interactions with students. The authors of this book illustrate through case studies the emerging roles of 'dynamic' teachers.

Teacher leadership holds great promise for improving the quality of teaching and ensuring student success. But for co-performance of leadership among teacher leaders and principals to be effective, they must learn to lead in sync. Leading In Sync: Teacher Leaders and Principals Working Together for Student Learning provides principals, assistant principals, coaches, department leaders, grade-level and content team leaders, mentors, professional development leaders, and in fact all teachers with the strategies and tools needed to *Examine their own thinking about what constitutes high-quality teaching so they can work toward a shared vision. *Identify teachers' many strengths as potential assets for achieving the shared vision. *Recognize ways in which most teachers are already leading. *Support leadership

collaboration through efficient, effective communication. *Develop trust required to learn to lead together. Jill Harrison Berg offers thought-provoking context and reflection questions that enable educators to examine their unique settings; real-world examples of teachers and principals co-performing leadership to improve student success; and dozens of strategies, tools, and templates to facilitate leading in sync. This book includes a link to free downloadable tools.

This step-by-step how-to guide presents the six driving forces of instructional leadership within a multi-stage model for implementation, delivering lasting improvement through small, collaborative changes. *Growing Leaders Within: A Process toward Teacher Leadership* will aid school administrators in the task of growing and empowering teacher leaders. The goal of growing teacher leaders is to grow a school culture of shared decision-making and collaborative leadership. It is through this transformation that teacher leaders help school administrators to create a laser focus on student success. The underpinnings of the book are based on academic research resulting in a seven-step process to growing teacher leaders, which is distinctive from other books about teacher leadership. Schools may have several teacher leader candidates, but it is the responsibility of the school administration to ensure that the right individuals are chosen to become part of the school's leadership team. The role of teacher leadership can be diminished if the wrong individuals are selected. In response to this, the book offers school administrators a research-based, pragmatic growth process that ensures the right teachers are chosen to enter the leadership ranks at any school. Growing and empowering teachers to be leaders is now critical in all schools. Foreword by Andy Hargreaves Witness the power of Teachers Leaders and put it to work in your school! An invaluable culmination of research data, this book asserts that the keys to school vitality are the redefinition of educational leadership and the elevation of the percepti.

Offers a framework for developing teacher leaders to head teams, chair departments, and manage programs.

Practical and forward-thinking, *Developing Teacher Leaders in Special Education* is the administrator's essential guide to growing special educator leadership in any school, district, or program. Special educators need to be flexible, proactive, and collaborative – qualities that make them uniquely suited to roles in school leadership – but these skills are often overlooked when choosing effective teacher leaders. Featuring helpful tips and detailed examples to demonstrate the concepts in action, this book breaks down the qualities that special educators can bring to your school leadership team and explores how you can leverage those skills to create a more inclusive and successful community.

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

Describes a variety of leadership responsibilities that have an effect on student achievement.

Essay from the year 2011 in the subject Pedagogy - The Teacher, Educational Leadership, grade: A-, University of Technology, Mauritius, language: English, abstract: In this work, I discuss about the theoretical foundations of teacher leadership and its significance in the Mauritian context.

The phenomenon of teacher leadership in changing schools is explored in this book. Following a foreword by Robert McClure and an introduction by Carol Livingston, part 1 provides an in-depth examination of teacher leadership as it exists in practice and of teachers' aspirations. The five chapters are based on a series of independent case studies conducted in the United States and Canada. All the case studies share a focus on the nature and contribution of teacher leadership in school change. They include: "Working Together: Teacher Leadership and Collaboration," by Patricia A Wasley; "Empowerment through Leadership: In the Teachers' Voice," by Carolyn Fay; "Becoming a Change Facilitator: The First-Year Experience of Five Teacher Leaders," by Ann Kilcher; "Teacher Leadership in a Renewing School," by Lynne Miller; and "Leading, Learning, and Leaving," by Susan Walters with Cynthia Guthro. In part 2, two advocates for teacher collaboration and leadership in learning-centered schools reflect on the previous chapters. Integrating theory and practice concerns, they outline current knowledge on teacher leadership and speculate on its future. Their contributions include "Teacher Leadership: What Are We Learning?" by Ann Lieberman; and "A Vision of Teacher Leadership," by Eliot Wigginton. References accompany each chapter. (LMI)

Featuring a diverse and distinguished group of scholars, this volume provides a much-needed, research-based analysis of nonsupervisory, school-based, instructional leadership. Frequently referred to as teacher leaders, specialists, or coaches, these new positions have the potential to provide teachers with the skills and knowledge necessary for continued instructional improvement and, ultimately, enhanced student learning. This authoritative collection presents both qualitative and quantitative evidence on the enactment, design, conditions, constraints, and successes of this type of instructional leadership. This book offers important lessons for the improvement of policy and practice. Some great teachers are born, but most are self-made. And the way to make yourself a great teacher is to learn to think and act like one. In this updated second edition of the best-selling *Never Work Harder Than Your Students*, Robyn R. Jackson reaffirms that every teacher can become a master teacher. The secret is not a specific strategy or technique, nor it is endless hours of prep time. It's developing a master teacher mindset—rigorously applying seven principles to your teaching until they become your automatic response: Start where you students are. Know where your students are going. Expect to get your students there. Support your students along the way. Use feedback to help you and your students get better. Focus on quality rather than quantity. Never work harder than your students. In her conversational and candid style, Jackson explains the mastery principles and how to start using them to guide planning, instruction, assessment, and classroom management. She answers questions, shares stories from her own practice and work with other teachers, and provides all-new, empowering advice on navigating external evaluation. There's even a self-assessment to help you identify your current levels of

mastery and take control of your own practice. Teaching is hard work, and great teaching means doing the right kind of hard work: the kind that pays off. Join tens of thousands of teachers around the world who have embarked on their journeys toward mastery. Discover for yourself the difference that Jackson's principles will make in your classroom and for your students.

Teacher leadership remains at the forefront of conversations in teacher education, with discussions on recruitment, retention, and effectiveness. Teachers are at the core of schooling, and the roles they assume and types of leadership they engage in are multi-dimensional. Teacher leadership comes in many shapes and definitions. In this sense, both opportunities and challenges exist in teacher leadership. While national competencies continue to define dispositional and knowledge base for teacher leaders, there is still work to be done to define and add to the body of scholarship on this topic. Teacher leadership opportunities provide development for teachers as a key retention strategy; however, role ambiguity presents challenges in how to empower teachers for formal and informal roles of leadership while maintaining the teacher identity. *Empowering Formal and Informal Leadership While Maintaining Teacher Identity* provides a comprehensive look at the opportunities and challenges of teacher leadership, drawing on research and practice that add to the body of knowledge for teacher leadership, which is a niche in education that differs from educational administration. Highlighted topics within this book include models for teacher leadership, teacher education, types of leadership roles, the development and retention of teacher leaders, and leadership across different types of school districts. This book is ideally designed for inservice and preservice teachers, administrators, teacher educators, practitioners, researchers, academicians, and students interested in teacher leadership roles and the way in which teacher identity is maintained in relation to these other leadership positions.

Learning to Be Teacher Leaders examines three integrated components of strong pedagogy—assessment, planning, and instruction—within a framework emphasizing the knowledge, skills, and dispositions that can empower teachers to become teacher leaders within their schools. Combining the what, why, and how of teaching, the research-based concepts, presented in a pragmatic format, are relevant across grade levels, classrooms, and content areas. Designed to support success on national licensure assessments, this text brings together in one place the important features of learning to be an effective teacher, and becoming a teacher leader who continues to grow and develop within the profession. Taking a student-centered approach to instruction, it also recognizes the outside factors that can challenge this approach and provides strategies for coping with them. Using this book as a guide and resource, pre-service and beginning teachers will focus on the most important factors in teaching, resulting in strengthening their pedagogy and developing a language that helps them move forward in terms of agency and advocacy. A Companion Website provides additional resources for instructors and students.

This CHOICE award-winning author has teamed up with a national school resource expert to write a comprehensive book on teacher leaders. Everything you need to know regarding the leadership role of teacher leaders in school improvement, managing change and improving learning are covered. The book starts by reviewing some original research on the role of teacher leaders in schools and then addresses the skill sets needed by teacher leaders: state and federal frameworks, coaching for effective instruction, selecting and mentoring, managing change, managing resources for student learning, and school improvement. Features: A comprehensive book covering all aspects of teacher leaders including original research on the role of teacher leaders Each chapter objectives are aligned with the new ELCC, ISLCC, TLEC and InTASC standards on accreditation Many federal and various state data sources are included Each chapter contains a comprehensive case study and exercises for practical application Provides a blend of academic, theory and practical perspectives on how to implement and execute change Several handy resources are included in the appendices Check out other books in this series: <https://rowman.com/page/RLESERIESCON/>

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