Ohio Teacher Leadership Process Model Resource

FOR
TEACHERS
SCHOOLS
DISTRICTS

Practicing Equity and Ethics | Building Relationships and Partnerships | Fostering Collaborative Culture | Advancing Instruction and Student Learning | Driving Initiatives

Introduction

The *Ohio Teacher Leadership Process Model Resource* provides educators with resources and tools that support formal and informal teacher leadership initiatives at the district, school, and teacher level. This resource is organized around three processes (i.e., Design, Implement and Monitor) and the five components of the Ohio Teacher Leadership Framework (Ohio Department of Education [ODE], 2017) (i.e., Fostering Collaborative Culture; Advancing Instruction and Student Learning; Driving Initiatives; Practicing Equity and Ethics; and Building Relationships and Partnerships).

Teacher Leadership Definition and Pathways
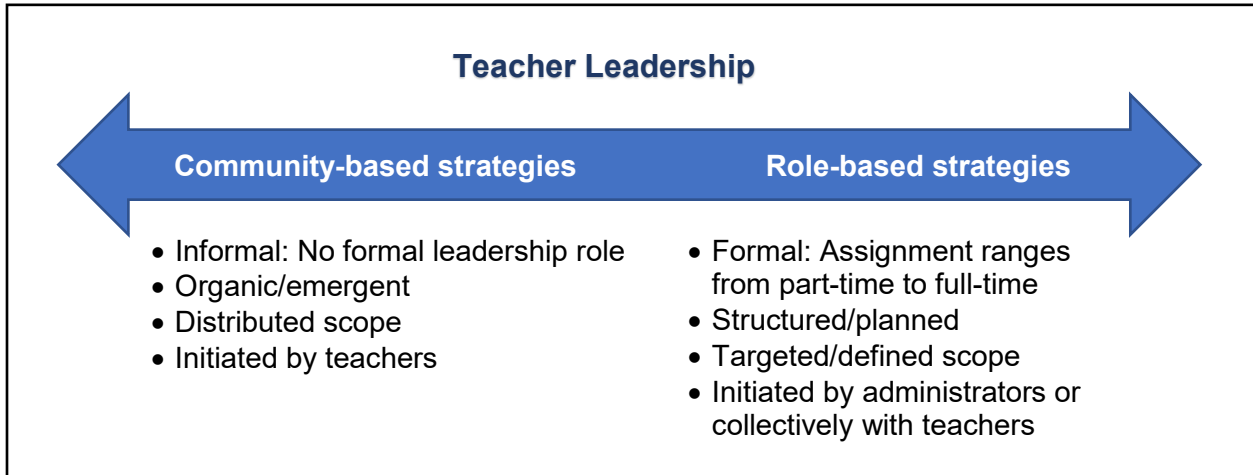
Defining Teacher Leadership in Ohio

The [Ohio Teacher Leadership Framework](#) (ODE, 2017) defines teacher leaders as follows: Teacher leaders are teachers who, while remaining in the classroom, take on additional leadership responsibilities beyond their own classroom with other teachers as well as district, state, and national leaders, to advance the profession with the ultimate goal of enhancing student success. Teacher leaders contribute to their educational community through their support of professional learning, involvement in decision-making, and improved instructional practice (Katzenmeyer & Moller, 2009; Wenner & Campbell, 2017). This contribution can take on various forms in day-to-day activities, but remains centered on the idea of leading from the classroom while collaborating with colleagues to influence the larger education community (p. 4).

Pathways of Teacher Leadership

Approaches to teacher leadership can be grouped into two broad pathways that exist on a spectrum: role-based and community-based strategies (Murphy, 2005) (see Figure 1). Role-based strategies focus on assigning teachers to formal teacher leader roles within schools or districts, such as lead/master/mentor teachers and differentiated teacher staffing, including career ladders. This approach, by nature, is typically planned and structured, and the work of the teacher leaders is defined and targeted in scope. Conversely, community-based strategies are informal by nature, emerge organically and are characterized by a teacher leadership mind-set that is distributed across the school or district. In this approach, leadership is less about the actions of an individual teacher and more about the broader set of leadership tasks shared across the school community.

Practicing Equity and Ethics | Building Relationships and Partnerships | Fostering Collaborative Culture | Advancing Instruction and Student Learning | Driving Initiatives

Figure 1. Two Approaches to Teacher Leadership

Teacher Leadership

Community-based strategies
- Informal: No formal leadership role
- Organic/emergent
- Distributed scope
- Initiated by teachers

Role-based strategies
- Formal: Assignment ranges from part-time to full-time
- Structured/planned
- Targeted/defined scope
- Initiated by administrators or collectively with teachers

Intended Audiences

Resources and tools included in the *Ohio Teacher Leadership Process Model Resource* are written for multiple audiences, including district-level staff (administrators, professional development specialists, etc.), school-level leaders (i.e., principals, formal and informal teacher leaders) and individual teachers. Resources and tools regarding teacher leadership initiatives and supporting strategies are intended for district- and school-level staff alike. Resources and tools about teacher leadership practices are intended primarily for teachers, including full-time classroom teachers and teacher leaders.

Organization of the Process Model Toolkit

The *Ohio Teacher Leadership Process Model Resource* is organized by three processes: (1) Design, (2) Implement, and (3) Monitor. It also aligns with the five components of the Ohio Teacher Leadership Framework.

The Ohio Teacher Leadership Process Model is depicted below in Figure 2.

Figure 2. Ohio Teacher Leadership Process Model

Design → Implement → Monitor
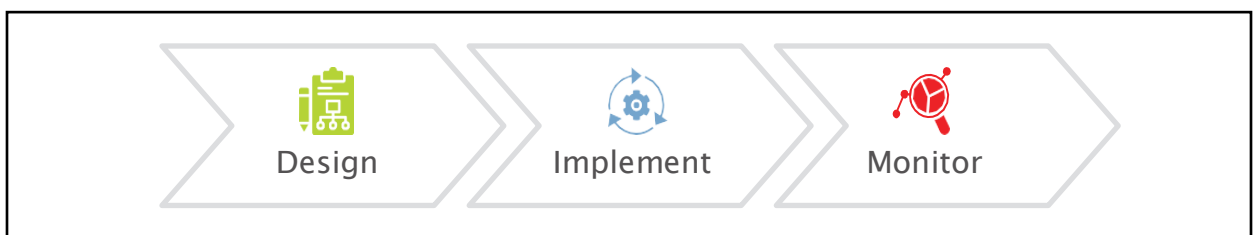
Below we describe the three processes (or phases) by which resources in the process model are organized.

- **Part 1: Design.** During this phase, district- and school-level staff and maybe potential stakeholders develop a vision for the teacher leadership initiative or role by identifying its purpose, structure and goals. Individual or groups of teachers may also develop a plan to initiate action in one of the teacher leadership components in a more informal capacity.

- **Part 2: Implement.** Once a common vision for the teacher leadership initiative or role has been established, staff implement it, encompassing policies and strategies that support teacher leadership. During this phase, individual teachers may take part in implementing a formal teacher leadership initiative or may initiate informal teacher leadership activities.

- **Part 3: Monitor.** During this phase, those involved in the teacher leadership initiative develop progress monitoring strategies and tools to track the progress and impact of the teacher leadership initiative. Individual teachers may monitor their own progress or their students' progress that stem from formal or informal teacher leadership activities.

The resources and tools included in the process model toolkit are grouped based on the three processes above, and are notated to indicate which component of the Ohio Teacher Leadership Framework it addresses (see the Icon Key below for each component's corresponding symbol).

Icon key

= Fostering Collaborative Culture

= Advancing Instruction and Student Learning

= Driving Initiatives

= Practicing Equity and Ethics

= Building Relationships and Partnerships

Design Resources and Tools

The resources and tools in this section primarily address the planning and design of formal teacher leadership initiatives at the district and school level. The _Teacher Leadership Action Plan_, however, supports both informal and formal teacher leadership initiatives. Resources and any associated tools (indicated by →) are listed and described below.

Establishing a Teacher Leadership Initiative Working Committee. This resource provides suggestions to shape a district-level comprehensive plan for stakeholder engagement and communication. As an initial step, when designing a teacher leadership initiative, district staff

may want to identify key stakeholders, establish a representative working committee and implement strategies for building broad-based stakeholder support and buy-in.

➔ For guidance on developing a stakeholder engagement and communication plan, see *Communication Tools*.

Developing Logic Models for Teacher Leadership Initiatives. To drive a teacher leadership initiative, district staff may want to develop a logic model that details the key components of the initiative and how the initiative will lead to the desired outcomes, as well as to assess whether the initiative is "doing what it is intended to do." This resource provides a brief description of a logic model, a basic logic model template, an example of a teacher leadership initiative logic model, sample guiding questions to develop a logic model, and sample questions to review and refine a logic model.

➔ For a parallel resource at the individual level, see *Teacher Leadership Action Plan*, which provides guidance on developing individual teacher leadership action plans. The accompanying *Teacher Leadership Evidence List* provides teacher leaders the opportunity to demonstrate how they are implementing the leadership practices included in the action plan.

Defining 10 Key Decisions for Creating Teacher Leader Roles. This resource presents 10 key decisions to consider when designing a formal teacher leader role at the district level. It helps clarify the nature and scope of the teacher leader role, identify others who may also work with the teacher leader, guide staffing and training requirements, and provide details of the actual teacher leader appointment.

➔ For guidance on developing a teacher leader role description, see *Tool: Example Teacher Leader Job Description and Template*. This tool serves as a reference for district- and school-level staff.

Implementation Resources and Tools

The resources and tools in this section are about the implementation of formal or informal teacher leadership initiatives, strategies and practices at the district, school, and teacher levels. Each resource, and any associated tools (indicated by ➔), are listed and described below.

Cultural and Structural Factors that Support Implementation of Teacher Leadership. Case studies with five Ohio school districts call attention to some of the cultural and structural factors that promote teacher leadership. See *Teacher Leadership in Ohio: An Executive Report* for a summary of these cultural/structural factors, as well as an introduction to each of the five case studies.

➔ To assess the culture of teacher leadership in a school or district, see *School Culture: Teacher Leadership Readiness Survey*.

Approaches to Implementing the Five Components of the Ohio Teacher Leadership Framework. This resource provides information about districts' and schools' approaches to informal teacher leadership, framed by the five components of the Ohio Teacher Leadership Framework. ⊕ ⊕ ▲ ⚖ ✿

*Cultivating Teacher Leadership in Professional Learning Communities*. This resource provides information about districts' and schools' approaches to developing and implementing professional learning communities, a primary mechanism for implementing informal teacher leadership. ⊕ ⊕ ▲ ⚖ ✿

➔ For a form to record activities of the learning community, see *Learning Community Collaboration Log*. ⊕ ⊕ ▲ ⚖ ✿

To support professional learning for teacher leaders, the Process Model toolkit includes multiple teacher-level tools, which are more thoroughly discussed in the *Teacher Leadership: Teacher Tools* document (⊕ ⊕ ▲ ⚖ ✿). All of the teacher-level tools are potentially compatible with informal or formal teacher leadership practices. Short descriptions of each tool follow:

➔ The *Teacher Leadership Framework Self-Assessment* helps current or prospective teacher leaders assess their knowledge and skills, as well as their dispositions, related to the five components of the Ohio Teacher Leadership Framework. ⊕ ⊕ ▲ ⚖ ✿

➔ The *Teacher Leadership Self-Assessment Summary* helps teachers identify specific strengths and areas for growth related to the five components of the Ohio Teacher Leadership Framework. ⊕ ⊕ ▲ ⚖ ✿

➔ The *Teacher Leadership Individual Learning Plan* assists teachers in developing a year-long focus for professional growth framed by the five components of the Ohio Teacher Leadership Framework. ⊕ ⊕ ▲ ⚖ ✿

➔ The *Teacher Leadership Professional Learning Follow-up Questionnaire* provides a professional development evaluation rubric—designed around the seven standards of the Ohio Standards for Professional Development—for educators to complete after professional learning experiences. ⊕ ⊕ ▲ ⚖ ✿

➔ The *Teacher Leadership Professional Learning Reflection Log* provides an opportunity for individual teachers to reflect on professional learning experiences and to assess their potential growth in the five components of the Ohio Teacher Leadership Framework. ⊕ ⊕ ▲ ⚖ ✿

➔ The *Teacher Leadership Professional Growth Reflections* tool provides teachers an opportunity to reflect on their growth in the five components of the Ohio Teacher Leadership Framework at the close of the year and to assess how their leadership

practices have advanced. This end-of-year reflection also serves as a benchmark for advancing their leadership capacities for the upcoming year. 🌐⚖️🏔️⚖️🌿

➔ The *Teacher Leadership Mid-/End-of-Year Review* form offers teachers the opportunity to reflect, at points throughout the year, on specific strengths and areas for growth pertaining to the Ohio Teacher Leadership Framework components. 🌐⚖️🏔️⚖️🌿

➔ The *Teacher Leadership Peer Feedback Form* provides peers with an opportunity to provide feedback to teacher leaders regarding their strengths and potential areas for growth. 🌐⚖️🏔️⚖️🌿

Working with Adult Learners for Teacher Leaders. This resource consists of learning modules about teacher leaders working with other teachers to create and cultivate change in behavior. ⚖️

Building Teacher Leaders' Capacity for Facilitating Adult Learning. This document provides an overview of resources and additional references on adult learning. 🌐⚖️🏔️

Building Principals' Capacity for Distributed Leadership. This document provides an overview of resources and references on distributed leadership. 🌐

Cultural Competency Resources. This document provides references and resources about culturally responsive practices. ⚖️🏔️⚖️

Monitoring Resources and Tools

The resources and tool in this section are about monitoring the progress of teacher leadership initiatives for the purposes of continuous improvement at the district, school and individual teacher level.

Monitoring Teacher Leadership Initiatives. This resource discusses identifying key implementation milestones and outcomes of a teacher leadership initiative to monitor success to support sustainability. The intended audience is primarily district-level staff, but school-level staff (e.g., principals and school leaders) may find some of the information useful. 🌐⚖️🏔️⚖️🌿

➔ The *Teacher Leadership Monitoring Tool* provides teachers with a template to critically reflect on their own teacher leadership activities and corresponding outcomes. 🌐⚖️🏔️⚖️🌿

Human Capital Management Alignment for Teacher Leadership Initiatives. This resource provides a short introduction to HCMS alignment and provides some reflection questions for district staff to assess the alignment of their teacher leadership initiative. 🌐⚖️🏔️⚖️🌿

Table 1 below provides a list of each of the resources and tools described above, and denotes the related process stage, Ohio Teacher Leadership Framework component, and intended audience for each. In alignment with the narrative above, the overarching resource is listed first with any associated tools bulleted and italicized underneath.

Table 1.   Ohio Teacher Leadership Toolkit Resources and Tools

Toolkit Resource/Tool	Process (Design, Implement, Monitor)	Ohio Teacher Leadership Framework Component	Intended Audience (District, School, Teacher)
Ohio Teacher Leadership Process Model Resource (Overview Document)	All	(all five components)	All
Establishing a Teacher Leadership Initiative Working Committee	Design	Building Relationships and Partnerships	District, School
• *Communication Tools*	Design	Building Relationships and Partnerships	District, School
Developing Logic Models for Teacher Leadership Initiatives	Design	Driving Initiatives	District, School
• *Teacher Leadership Action Plan*	Design	(all five components)	Teacher
• *Teacher Leadership Evidence List*	Design	(all five components)	Teacher
Defining 10 Key Decisions for Creating Teacher Leader Roles	Design	Driving Initiatives	District, School
• *Tool: Example Teacher Leader Job Description and Template*	Design	Driving Initiatives	District, School
Cultural and Structural Factors that Support Implementation of Teacher Leadership (Case Studies)	Implement	(all five components)	All
• *Teacher Leadership in Ohio: An Executive Summary*	Implement	(all five components)	All
• *School Culture: Teacher Leadership Readiness Survey*	Implement	Fostering Collaborative Culture	District, School
Approaches to Implementing the Five Components of the Ohio Teacher Leadership Framework	Implement	(all five components)	District, School
Cultivating Teacher Leadership in Professional Learning Communities	Implement	(all five components)	All
• *Learning Community Collaboration Log*	Implement	(all five components)	Teacher

Table 1.   Ohio Teacher Leadership Toolkit Resources and Tools—continued

Toolkit Resource/Tool	Process (Design, Implement, Monitor)	Ohio Teacher Leadership Framework Component	Intended Audience (District, School, Teacher)
Teacher Leadership: Teacher Tools (Overview Document)	All	(all 5 icons)	Teacher
• *Teacher Leadership Framework Self-Assessment*	Implement	(all 5 icons)	Teacher
• *Teacher Leadership Self-Assessment Summary*	Implement	(all 5 icons)	Teacher
• *Teacher Leadership Individual Learning Plan*	Implement	(all 5 icons)	Teacher
• *Teacher Leadership Professional Learning Follow-up Questionnaire*	Implement, Monitor	(all 5 icons)	Teacher
• *Teacher Leadership Professional Learning Reflection Log*	Implement, Monitor	(all 5 icons)	Teacher
• *Teacher Leadership Professional Growth Reflections*	Implement, Monitor	(all 5 icons)	Teacher
• *Teacher Leadership Mid-/End-of-Year Review*	Implement, Monitor	(all 5 icons)	Teacher
• *Teacher Leadership Peer Feedback Form*	Implement	(all 5 icons)	Teacher
Working with Adult Learners for Teacher Leaders	Implement	(Advancing Instruction and Student Learning)	Teacher
Building Teacher Leaders' Capacity for Facilitating Adult Learning	Implement	(Fostering Collaborative Culture, Advancing Instruction and Student Learning, Driving Initiatives)	Teacher
Building Principals' Capacity for Distributed Leadership	Implement	(Fostering Collaborative Culture)	School
Cultural Competency Resources	All	(Advancing Instruction and Student Learning, Driving Initiatives, Practicing Equity and Ethics)	All
Monitoring Teacher Leadership Initiatives	Monitor	(all 5 icons)	District, School
• *Teacher Leadership Monitoring Tool*	Monitor	(all 5 icons)	Teacher
Human Capital Management Alignment for Teacher Leadership Initiatives	Monitor	(all 5 icons)	District, School

Icon Key: 🌐 = Fostering Collaborative Culture; 🌍 = Advancing Instruction and Student Learning; ⛰ = Driving Initiatives; ⚖ = Practicing Equity and Ethics; 🤝 = Building Relationships and Partnerships

References

Katzenmeyer, M., & Moller G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin Press.

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