



**Department of
Education &
Workforce**

SHARED LEADERSHIP

May 8, 2024



Ohio Principal
Leadership **Supports**

Strong Principals, Strong Schools

Today's Agenda

- Teacher Leadership Background Information
- Shared Leadership – Riverside High School
- Structural and Cultural Factors
- Building Capacity Between Teachers and Administrators
- Teacher Leadership Readiness Survey
- Call to Action
- Resources
- Q & A
- Next Chat – June 12 , 2024



**Department of
Education &
Workforce**

Leadership Supports Webpage

- Administrative Calendar
- Resources
- Schooladmin@education.ohio.gov



Ohio Principal Leadership Supports

Strong Principals, Strong Schools

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **“Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”**



Administrative
Calendar



Educator
Licenses



Professional
Development



Associations



Higher
Education



Resources



Ohio

Department
of Education

MESSAGE FROM OAESA AND OASSA





Now is the time to join your professional organization!

- [OAESA Membership](#)
- [OASSA Membership](#)

Upcoming Events

- [OASSA Instructional Leadership](#), June 13, Conference Center at OCLC
- [OAESA Professional Conference and Trade Show](#), June 17-18, Hilton Easton

OHIO STANDARDS FOR PRINCIPALS | 2018

 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

SHARED LEADERSHIP

When Administrators and Teachers
Work Together, Big Things Can
Happen!

What is Teacher Leadership

“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.” - Ohio Teacher Leadership Framework (2017)



**Department of
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Workforce**

Ohio Teacher Leadership Framework




Design
Implement
Monitor

The three processes (or phases) of the Toolkit are defined below. Schools, districts and educators are encouraged to review the [Ohio Teacher Leadership Process Model](#) resource to determine access points for the Toolkit.

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 are notated to indicate which component of the Ohio Teacher Leadership Framework is addressed in each document (see the Icon Key below for each component's corresponding symbol).





WHO

WHEN

WHERE

HOW

WHY

WHAT

Teacher Leadership


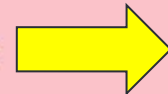



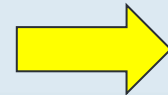
A person with short dark hair, seen from the back, wearing a grey and white striped sweater. They are looking at a whiteboard covered in various diagrams and notes. The whiteboard has several circular diagrams and flowcharts. The background is slightly blurred, showing more of the whiteboard and some papers on the wall.

Informal Teacher Leadership

- Building Projects
- Instructional Initiatives
- Programming

Formal Teacher Leadership

- Instructional coaches
- TBT Leads
- Department Heads
- DLT
- BLT

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A woman with dark hair pulled back, wearing a yellow top, is smiling broadly and clapping her hands. She is looking down and to the left. The background is blurred, suggesting an indoor setting. The image is framed by a dark circular border.

Riverside High School:
**Shared
Leadership**

CULTURAL FACTORS FOR TEACHER LEADERSHIP SUCCESS - DANIELSON (2006)

Structural Factors

- Teacher leader positions exist
- Teachers have ways to get involved in school planning and decision making
- Teachers can propose ideas
- Time for collaboration
- Teachers have opportunities to acquire new skills
- Compensation exists for time and energy devoted to teacher leadership (\$, time, etc.)



CULTURAL FACTORS FOR TEACHER LEADERSHIP SUCCESS - DANIELSON (2006)

Cultural Factors

- Admin are supportive of Teacher Leadership
- Teachers and administrators value collaboration
- Administrators are part of the team
- Administrators support a culture of professional risk-taking and leadership
- Democratic norms exist between teachers and administrators



How To Build Capacity Between Teachers and Administrators:

- Spend time together!
- Committee Work
- Development of Formal or Informal TL Roles
- Shared Training
- TL Toolkit surveys, 16 Personalities, etc.
- Complete Learning Walks Together
- Have teacher shadow administrators
- Ask for Help



Walk A Mile In Each Other's Shoes:

Administrators are thinking about those things and...

Schedules, Budgets, Staffing, Sustainability, Impact, etc.

Teachers are thinking about:

Curriculum, Assessment, Instruction, etc.

It is helpful to see things from multiple perspectives



Tips From the Field:

- Relationships before progress
- Encourage teachers to see a need and fill it!
- Develop a “team” mentality
- Communicate!
- Pursue leadership training together (books, PD, etc.)
- Encourage teachers to get involved beyond your school building



Table 1. Teacher Leadership Readiness Survey

Survey Items	Response Scale					
	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
1. Teachers and administrators share a common vision of the mission/purpose of this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. At this school, I am expected to improve my practice by gaining new knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. At this school, I am encouraged to take initiative to make improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At this school, my ideas and opinions are valued and respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. At this school, I collaborate with other teachers on instructional and student-related matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. At this school, I participate in decisions that affect me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. At this school, the principal, faculty, and staff work as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. At this school, I am recognized for my professional accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am generally satisfied with the work environment among teachers at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Leadership Readiness Survey

<https://tinyurl.com/bmxuz4ny>

1. Read through the survey questions
2. Consider how your staff would rate your building(s) using the scoring system - be honest!



Let's Chat!

Table 2. Teacher Leadership Readiness Survey Scoring Rubric

Survey element and description	Levels		
	Inhibiting <i>(Average score of teachers is below 3.00)</i>	Developing <i>(Average score of teachers is 3.00 to 4.99)</i>	Promoting <i>(Average score of teachers is 5.00 or above)</i>
1. Mission/purpose: <i>Teachers' actions are guided by a shared mission and purpose.</i>	School does not have a shared mission/purpose statement as indicated by most teachers.	School has somewhat of a shared mission/purpose and vision as indicated by teachers.	School has a strong sense of a shared mission/purpose and vision as indicated by most teachers.
2. Developmental focus: <i>Teachers are focused on gaining new knowledge and skills and are encouraged to help others learn.</i>	School does not have a developmental focus in which most teachers are expected to improve practice by gaining new knowledge and skills.	School has somewhat of a developmental focus in which teachers are expected to improve practice by gaining new knowledge and skills.	School has a strong developmental focus in which most teachers are expected to improve practice by gaining new knowledge and skills.
3. Autonomy: <i>Teachers are encouraged to take initiative and be proactive in making improvements and innovations.</i>	School does not have an autonomous climate in which most teachers take initiative to make improvements.	School has somewhat of an autonomous climate in which teachers take initiative to make improvements.	School has a strong autonomous climate in which most teachers take initiative to make improvements.
4. Collegiality <i>Teachers' ideas and opinions are valued and respected by their colleagues.</i>	School does not have a collegial environment in which the ideas and opinions of most teachers are valued and respected.	School has somewhat of a collegial environment in which the ideas and opinions of teachers are valued and respected.	School has a strong collegial environment in which the ideas and opinions of most teachers are valued and respected.
5. Collaboration <i>Teachers collaborate on instructional and student-related matters by discussing strategies, sharing materials, or observing one another teaching.</i>	School does not have a collaborative environment in which most teachers consistently collaborate with each other on instructional and student-related matters.	School has somewhat of a collaborative environment in which teachers consistently collaborate with each other on instructional and student-related matters.	School has a strong collaborative environment in which most teachers consistently collaborate with each other on instructional and student-related matters.
6. Participation in decision making: <i>Teachers are actively involved in making decisions and having input on important matters that affect them.</i>	School does not have a shared decision-making process in which most teachers participate in decisions that affect them.	School has somewhat of a shared decision-making process in which teachers participate in decisions that affect them.	School has a strong shared decision-making process in which most teachers participate in decisions that affect them.

Table 2. Teacher Leadership Readiness Survey Scoring Rubric—continued

Survey element and description	Levels		
	Inhibiting <i>(Average score of teachers is below 3.00)</i>	Developing <i>(Average score of teachers is 3.00 to 4.99)</i>	Promoting <i>(Average score of teachers is 5.00 or above)</i>
7. Administrative support <i>Teachers are supported by administrators that work with them as a team.</i>	School does not have a supportive administration that functions as a team with most teachers.	School has somewhat of a supportive administration that functions as a team with teachers.	School has a strong supportive administration that functions as a team with most teachers.
8. Attitudes toward recognition: <i>Teachers are recognized for their contributions or roles they take on, as indicated by mutual respect and processes.</i>	School does not have a professional attitude toward recognition in which most teachers are recognized for their professional contributions.	School has somewhat of a professional attitude toward recognition in which teachers are recognized for their professional contributions.	School has a strong professional attitude toward recognition in which most teachers are recognized for their professional contributions.
9. Work environment: <i>There is overall satisfaction with the work environment.</i>	School does not have a positive work environment in which most staff are generally satisfied.	School has somewhat of a positive work environment in which staff are generally satisfied.	School has a strong positive work environment in which most staff are generally satisfied.

1. Look at the rubric - in what areas are you promoting, developing, or inhibiting teacher leadership?
2. How could you use this survey in your buildings to provide data on the culture and perhaps develop goals?

CALL TO ACTION

**"INSPIRATION WITHOUT
ACTION IS MERELY
ENTERTAINMENT."**

- MARY MORRISSEY



Teacher Leadership Toolkit Resources:

Design

Example Teacher Leader Job Description and Template

Ohio Teacher Leadership Framework

Teacher Leadership Skills Framework

A Systematic Approach to Elevating Teacher Leadership

Implement

Case Studies

Approaches to Implementing the Five Components of the Teacher Leadership Framework

Teacher Leadership: Teacher Tools

Teacher Leadership Framework Self-Assessment

Monitor

Monitoring Teacher Leadership Initiatives

Human Capital Management Alignment for Teacher Leadership Initiatives

Teacher Leadership Professional Learning Follow-up Questionnaire

Teacher Leadership Mid-/End Year Review

References:

- Curtis, R. (2013). Finding a new way: Leveraging teacher leadership to meet unprecedented demands. Aspen Institute.
- Danielson, C. (2006). Teacher Leadership that Strengthens Professional Practice. Association for Supervision and Curriculum Development. Alexandria, VA: ASCD.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. Review of educational research, 74(3), 255-316.

QUESTIONS?

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NEXT PRINCIPAL CHAT

- Second Wednesday each month at 9:30 – 10:30am
- June 12, 2024 will feature Literacy

Contact: schooladmin@education.ohio.gov





EXIT SURVEY





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